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ABSTRACT

This instructor's manual is part of Fluency First, a complete oral instruction program in English as a second language designed primarily for non-English-speaking adult Canadians who are illiterate in their own language. The manual is intended to serve as a bridge between oral instruction and a literacy course, permitting the student to make the first steps towards the acquisition of reading and writing skills while he is still in the process of learning the language itself. Part 1 deals with general introductory information, including phonemic notation, course methodology and content, student placement, and course objectives. Part 2 discusses instructional procedures, class organization and activities, and materials. Thirty-four lesson plans are provided in part 3. An outline of material for additional lessons, and a list of words which have been learned and are therefore suitable for reading and writing lessons, are appended. (AM)

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FLUENCY FIRST

PREPARATION FOR READING AND WRITING

Instructor's Manual

DANA MULLEN

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

In Canada, a significant number of adults whose mother tongue is not English need to use English as the medium for becoming literate, getting further education or acquiring additional skills, and communicating effectively with other Canadians. For example, many adults of Indian or Inuit ancestry are handicapped by an insufficient knowledge of English when they participate in economic and social development projects and when they face the problems of daily life in contemporary Canadian society. The realization of these needs gave impetus to the development of Fluency First, an oral instructional program in English as a second language.

This program is an entirely new one, although it grew out of the Fluency First course that was prepared at Saskatchewan NewStart in 1971 and 1972 by Barbara Burnaby, Manmohan S. Sandhu, and Rita Bouvier. Redevelopment of the program was based on the experience of field test classes that used the Saskatchewan NewStart materials. Grateful acknowledgement is made to the instructors of the field test classes, George Bighetty, Gladys Carruthers, Thor Hjartarson, Donna Woloshyn and Nora Yellowknee, for their vital contribution to the new program.

Preparation for Reading and Writing is an instructor's manual that relates the oral work of Fluency First to the early stages of literacy.

There are nine instructor's manuals for the Fluency First oral program. Manuals for Stages A and B contain guidance for instructors on the two integrated oral courses, entitled Skills of English and Communication in English, that compose the program, and they set the pattern for continued work by the instructor in the next seven stages of Communication in English. Skills of English, which is programmed for individualized learning, is presented to the students by audiotapes illustrated by a series of thirty-six picture books. The instructor's manuals include the tapescripts for all of the thirty-six picture books. In addition, Theory and Methods contains the rationale of the program and explains the generalized methodology.

V. W. Mullen
Chief, Adult Development Division

August, 1974.

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Part One: Rationale

A READING AND WRITING COURSE IN AN ORAL LANGUAGE PROGRAM

At first glance, a manual for instruction in reading and writing may seem somewhat of an anomaly in an oral language program. Nevertheless, without some means of linking the oral learning of English to literacy in English, Fluency First may fail in its purpose of enabling adults to acquire the education or qualification to which they aspire.

To understand this, one must think in terms of the students and their goals, about their reasons for being in a Fluency First course.

In a typical situation frequently encountered in the north and among new Canadian groups elsewhere, an adult's goal may be a job that can support him and his family. To him, that job is a short-term goal; he wants it - and needs it - now. In his attempts to get employment, however, he discovers that there are hardly any job opportunities that do not require, at the very minimum, functional literacy in English. If he is determined to get a job, he will probably be willing to enter an educational course, if it is easily available, in order to learn to read, write, and apply those literacy skills in learning other things. But as he accepts literacy as his new, intervening target, his personal short-term goal of a job has perforce become a long-term one.

If that adult literacy student is a successful learner, making daily observable progress in his course of study, he may be able to persevere in accepting the postponement of his original aim of getting a job. If, however, he does not know English well enough to learn to read and write it successfully, and discovers that several months of purely oral work in English block his entrance to literacy studies, the distance between him and his original goal may seem overwhelmingly great. He needs the satisfaction of a visible start on the path to a job.

Understanding the student's plight does not, unfortunately, bring an end to the problem. Instructors need materials designed for this special purpose, and they have not existed.

It is generally accepted that four classes of skills are involved in the educated use of a language. The primary language skills are listening and speaking; reading and writing are secondary language skills. Oracy must precede literacy.

In the production of the existing basic education materials for adults who want to achieve mastery of these four skills in English, two underlying assumptions have been evident. First, in the preparation of courses for oral English as a second or foreign language, it has been assumed that the adult student would be literate in his own language and would therefore be able to put his basic skills of reading and writing at the service of the new language he was learning. Second, in the preparation of literacy courses it has been assumed that the adult student would be learning to read and write his own language, or at least a language which he had already been using for some time.

As a result of these two basic assumptions, no design for launching an illiterate, non-English-speaking adult into the stream of education and training has been available in Canada.

This manual, Preparation for Reading and Writing, seeks to fill that void. It draws its language for reading and writing from the content of the Fluency First oral courses. It utilizes as instructional techniques the combination of simplified language formulas and situational demonstration to which instructors and students become accustomed in the Fluency First oral courses, making it possible for a veritable beginner in English to begin work immediately on reading and writing skills. It employs a linguistically-based methodological approach which trains the student to relate the sounds of spoken English to the written letters that symbolize those sounds. Thus, when a Fluency First student becomes proficient enough in English to use the language independently for learning other things, he will have a firm foundation for making an easy transfer to a literacy course and progressing successfully in it.

It is important, however, that the use of the word "preparation" in the title of this manual, be noted and understood. Preparation for Reading and Writing does not purport to take the place of a complete literacy program. Its aim, rather, is to serve as a bridge between an oral English course and a literacy course, permitting the student to make the first steps towards the acquisition of reading and writing skills while he is still in the process of learning the language itself.

The Optional Nature of the Course

Although it is known that many Fluency First students want to learn to read and write English, the Preparation for Reading and Writing course is an optional, rather than an essential, component of Fluency First, which is an oral program. An instructor will quickly discover whether his students would like to have lessons in reading and writing in addition to the oral work, on which the majority of the class time will be spent.

EXPLANATORY NOTES

Phonemic Symbols for the Oral Program

Very occasionally, in order to place special emphasis on the difference between a sound and the letter that characteristically symbolizes that sound in English writing, the text of this manual makes use of a phonemic symbol from the oral courses of Fluency First.

Example (from Lesson 5)

There are three letters in the word 'man' ...
The middle letter of 'man' makes the sound / æ /.

Phonemic symbols of this kind are useful to language teachers and others who work with languages because, in a given system, they always represent the same sound, no matter how differently that sound may be represented in the spelling of words.

The phonemic symbols used in Fluency First are from a modified version of the International Phonetic Alphabet (I.P.A.) that is used by linguists to represent the sounds of a widely spoken North American variety of Standard English.

In fact, only a few phonemic symbols with an "unusual" appearance occur in these reading lessons:

/ æ / = the vowel sound in pan.
/ ɛ / = the vowel sound in pen.
/ ɪ / = the vowel sound in pin.
/ ə / = the vowel sound in but.
/ a / = the vowel sound in not.

A complete list of symbols used in the Fluency First oral program may be found in Theory and Methods.

Abbreviated Arrangements of Structural Patterns

1. Parentheses are placed in a sentence pattern to show the point at which a word or phrase may be substituted.

   e.g., It's (red). The (package) is (on the counter).

2. Content words that may be substituted in a pattern are separated in lists by obliques. Phrases for substitution are separated in the same way.

   e.g., red / yellow / green / blue
   on the grass / in the box / under the tree

5. The use of an asterisk before a word, phrase, or sentence indicates that it is not a grammatically possible form.

e.g., *four womans *It a cup.

METHODOLOGY OF THE COURSE

The Disadvantages of a "Look-Say" Approach

When reading and writing are part of a course for learning English as a second (or foreign) language, the temptation to adopt "look-say" methods of associating the printed word with the spoken word is strong. Superficially, there is much to be said for an approach of that nature, especially with students who are already literate in their own language. By that means it would at least be guaranteed that the students understood the items they learned to read, and the work of reading and writing the words and patterns would tend to reinforce oral learning.

There are, however, serious drawbacks to the choice of a "look-say" approach. Although a statistical analysis of English vocabulary might indicate that the percentage of English words spelled irregularly is small, nevertheless many of the most common words of English speech and writing fall into that irregular category. Furthermore, the definition of "regular," on which such analyses are usually based, presupposes a rather extensive knowledge of "rules" for regular spellings.

Thus, an approach to reading which is based entirely on "look-say" associations requires, in fact, that a student learn to read by memorizing a bewildering, unorganized variety of printed words in ever-lengthening lists. After an initial stage of enthusiastic response to the pleasure of word recognition, adult students being taught by this method usually encounter difficulties because the memory simply cannot continue to cope with the demands placed on it.

Another reason for not adopting the "look-say" methods is that they keep the students dependent on the instructor, who must continue to tell the students what a printed word "says." Probably even more than a child, an adult needs to gain skills that increase his level of independence, and an adult has abilities of reasoning and analysis that make this possible. Just as the instructional methods of the Fluency First oral courses permit a learner very quickly to begin generating his own English speech, so the methods of the Fluency First Preparation for Reading and Writing should permit a learner to begin very quickly to decode and code words for himself, without having to depend on an instructor's interpretation of every new word.

It must also be remembered that adults in a Fluency First class probably do not already have writing skills in their own language which they can transfer to the new language. If they are asked to write the words which occur in their oral courses and which they learn to read by "look-say" associational techniques, they may have to try to write any of the letters of the alphabet without first having any systematic practice in forming each letter. The results may be discouraging to the students and frustrating to the instructor.

Desirable Characteristics of a Reading and Writing Course in an ESL Program

The problems described above help to delineate the characteristics that should obtain in the methodology of a reading and writing course used with adults in a Fluency First class.

1. It should be systematically organized, so that each achieved objective enables the students to learn more, thus bringing the mastery of reading and writing skills observably closer.

2. It should foster confidence in reading by ensuring that, at any particular point, the new material is matched to the students' knowledge.

3. It should help the students from the beginning to progress towards independence in reading new words and generating their own written expression, by giving training in word-attack skills and other techniques for identifying a printed word in a sentence they can say orally.

4. It should present new work in learnable amounts, permitting and encouraging a great deal of practice that combines the new objective with previously learned work.

5. It should not burden the memory with long lists of words to be recognized at sight without the help of supporting skills in decoding those words.

6. It should begin with the easier work of reading words with regular spellings before progressing to the more difficult challenge of irregular English spellings.

7. It should provide an opportunity to learn the formation of each written letter before being required to write words that contain it.

8. It should be related to the work of the oral courses, not only in the sense that the words presented for reading will be known to the students orally, but also in the sense that the reading and writing practice are in harmony with the oral practice, reinforcing the student's knowledge of sounds, intonation, rhythms, vocabulary, and structural patterns.

9. It should be manageable by the Fluency First instructor, whose main attention and time are naturally devoted to the oral language learning of his students.

The Advantages of the Phonemic Approach Used in Fluency First

Preparation for Reading and Writing is able to manifest the characteristics listed above because a phonemic approach has been adopted.

The word "phonemic" is derived from the noun "phoneme," which refers to the basic sound units of a language, those smallest units of sound that make a difference to meaning in any language. In some languages there is a very regular correspondence between the symbols used for writing and the sounds of the spoken language, with the same single symbol always representing the same phoneme. Unfortunately, English is one of the languages that exhibits a relatively low degree of consistency in sound-symbol correspondence.

Examples

1. The sound / f / is usually associated with the letter 'f', but it is also represented by the spelling 'ph' in 'telephone' and 'gh' in 'rough'.

2. The sound / i / may be represented by 'ee' in 'seed'; 'ea' in 'bead'; 'ei' in 'receive'; 'ie' in 'believe'; and 'e (consonant) e' in 'cede'.

Conversely,

3. The letter 'o' may have the sound / o / in the word 'no'; the sound / ɔ / in the word 'other'; the sound / a / in the word 'not'; and the sound / u / in the word 'to'.

4. The letters 'ou' may have the sound / aʊ / in the word 'count'; the sound / a / in the word 'cough'; the sound / o / in the word 'though' and the sound / ɔ / in the word 'enough'.

Other examples of inconsistency between English sounds and spellings could be listed at length.

A complete course of basic literacy in English teaches students to deal with all these inconsistencies. Preparation for Reading and Writing does not pretend to try. Instead, it presents the elementary consistencies: the symbols that each represent a single sound of English in its most common spelling. The students learn to say a certain sound whenever they see a certain letter, and to write a certain letter whenever they hear a certain sound.

After learning these consistent relationships, a student will not have learned to read everything, but he will have learned how to read; he will not be able to write everything he has learned to say in English, but he will have learned how to write, composing words from almost all the letters and composing sentences with those words. He will also have acquired knowledge which he can apply in learning the less consistent ways of representing English sounds in printed form.

Because of its phonemic approach, Preparation for Reading and Writing has the characteristics shown to be desirable for use with non-literate adult learners of English as a second language.

-- It is organized systematically.

-- From the beginning it gives training in word-attack on words and sentences within the students' competence, thus developing independence and confidence.

-- Through the development of word-attack skills, it provides a strong support to the memory in the task of learning to recognize words at sight.

-- It begins with the easier, consistent sound-symbol correspondences, thus preparing the students for more difficult work.

-- It provides the opportunity of learning and practising the formation of each letter.

-- It reinforces the students' oral knowledge of the English sound system, vocabulary, and structural patterns.

-- Lastly, it is planned so that, by following easily learned standard procedures, an instructor need not spend a disproportionate amount of his time and effort in preparation for the reading and writing lessons.

The Necessity of Relating Reading to Oral Knowledge in an ESL Program

However advantageous a phonemic approach may be to literacy students and instructors, there is an inherent danger to students who do not know the language well, unless there is a carefully controlled relationship between their oral knowledge and the material presented for them to read. When a student learns the sounds of symbols and is thus able to "sound out" an unfamiliar printed word, he should experience an "Aha!" reaction of understanding. A student of English as a second language may learn to "sound out" an unfamiliar printed word, but unless he has learned the word orally, it will have no meaning for him.

Even a well educated native-speaker of the language has that kind of experience occasionally and learns to deal with it by various strategies, such as making an inference from context or referring to a dictionary. For an adult student who experiences this lack of understanding repeatedly, and to whom entire sentences that he "sounds out" mean little or nothing, however, the sense of frustration usually becomes so great that desire to persevere in the literacy course evaporates.

Therefore, the words and structures used as examples in Preparation for Reading and Writing were carefully selected from the oral Fluency First courses.

Associational Activities

The choice of a phonemic approach does not preclude the supplementary use of practice activities based on associational techniques, such as matching words or sentences with pictures. Fluency First students, who have probably not lived "surrounded by print," need to see words and sentences all around them, on the walls of their classrooms or in booklets that they have made. The combination of these words and sentences with pictures demonstrates the notion that printed symbols have meaning and are related to some form of reality. Daily reference to materials of this kind can help the student become quick in recognizing at sight words that they have already learned.

CONTENT OF THE COURSE

Introductory Content: Number Symbols

As a course designed for adults, Preparation for Reading and Writing seeks to make use of the knowledge an adult student is likely to bring with him. Since most adults have had a great deal of experience with numbers, the course begins with instruction in reading and writing the number symbols. This work is also a direct link with the oral courses of Fluency First, as two of the earliest Stage A objectives are the oral knowledge of the English numbers from 1 to 30 and the ability to read those numbers, in order to identify the pages of the Skills of English books.

A literacy student can, in fact, learn a great deal about reading and writing from working with number symbols.

1. He can learn that printed symbols convey meaning by representing spoken words.

2. He can learn from his work with the number symbols the notion of reading from left to right and from top to bottom.

3. He can learn from a set of number symbols the notion of position in a series, which he will be able to apply to letters in a word.

4. He can get experience in the physical aspects of writing, such as holding a pencil and moving his hand in prescribed ways to form the number symbols.

Thus, by beginning with content he is likely to be acquainted with, at least to some degree, an adult can be well started in some rudimentary aspects of reading and writing before he even begins to deal with letters and words.

This early stage of work on number symbols also permits students who enter a Fluency First class without any prior knowledge of English to start the reading and writing lessons immediately. As they learn the English numbers and begin to read and write the the figures, they are also starting the activities of Communication in English and Book 1 in Skills of English. By the time these students have completed the first four lessons on number symbols in Preparation for Reading and Writing, they will have had a great deal of opportunity in their oral courses to learn and practise the nouns they will be meeting in the first reading lessons on letters and words.

As the chart on page 15 indicates, students who already know how to read and write the numbers may begin Preparation for Reading and Writing at Lesson 5.

Letters, Words, and Sentences

The verbal content of Preparation for Reading and Writing was delimited by two major constraints that produce interacting effects:

1. The first constraint was the deliberate decision to limit the study of sound-symbol relationships to those involving a single English sound represented in its most common spelling by a single letter.

   The following list shows these single letters, with words containing them, to illustrate the pronunciation:

a	(man)	m	(man)
b	(bus)	n	(nut)
c	(cap)	o	(not)
d	(dog)	p	(pan)
e	(bed)	r	(red)
f	(fat)	s	(sun)
g	(gun)	t	(ten)
h	(hat)	u	(cup)
i	(pin)	w	(wet)
l	(leg)	y	(yes)

   An outline for some additional lessons, including two other letters that occur less frequently in suitable words ('j' and 'k') and certain combinations of letters that are the regular spelling of a single sound, has been prepared for Fluency First classes that require extra work on reading and writing. This outline may be found in APPENDIX A, beginning on page 177.

As a consequence of the first constraint, the words presented as examples and used for practice have been limited to those composed of letters that each represent a single sound of English in its most common spelling.

Examples

a. The word not can be included because each of its component letters is the most common spelling of the sound it represents.

The word no is not included because the letter 'o' in it, represents one of its less common sounds.

b. Singular nouns ending in unvoiced consonants, such as 'p' and 't', can be included in the lesson on reading and writing plural nouns, but singular nouns ending in voiced consonants, such as 'd' and 'g' cannot, because the letter 's' in words like cups and hats represents its common / s / sound whereas in words like beds and dogs it represents its less common / z / sound.

c. The word but can be included, but the word put cannot, since the letter 'u' in put represents one of the less common sounds of 'u'.

In order to permit the reading of phrases and sentences in several basic structural patterns, three structure words (a, the, and is) are presented as sight-words, even though the sound-symbol correspondence is not regular.

2. The second constraint, the students' limited oral knowledge of English, stems from the very nature of the Fluency First program. Students in a Fluency First class are learning English as a second language and, especially in the initial stages, have an extremely restricted English vocabulary and very little knowledge of English structural patterns.

Therefore, the words selected for presentation and practice in these reading and writing lessons are limited to those presented in the oral courses of the Fluency First program, and they are used only in those phrase and sentence patterns that Fluency First students learn in the early stages of their oral work.

For this reason, many words that commonly appear in English reading courses employing some kind of phonic approach are unavailable for use in Preparation for Reading and Writing lessons. For example, words like cot, den, din, lad, pit, tot, and so on, are "phonic favourites," but since they are not common in the vocabulary of most beginners in the learning of English as a second language, they are not included in the reading lessons.

It will be noted that, even with the additional lessons mentioned above, a great deal of learning about the reading, writing, and spelling of English remains quite untouched by these lessons. Those vowels that are often referred to as "long" vowels are entirely neglected, for instance, as are mute letters and the whole complex of irregular spellings. The small scope of these lessons in relation to the total body of literacy skills is indicated in the title Preparation for Reading and Writing.

From the opposite point of view, however, it is both interesting and salutary to note the large amount of learning required of a beginner in literacy to achieve this relatively small body of knowledge and skill. Mastery of the material will take time and demand hard effort.

It is true that the reading material appearing in the lessons does not develop into stories that are intrinsically humorous or otherwise interesting. The constraints described above preclude the free use of language that would be necessary, even in the creation of simple stories. On the other hand, it should be remembered that Fluency First students engage in various interesting Communication activities, and that they meet many humorous anecdotes and stories in the Skills of English oral course.

PLACEMENT OF STUDENTS IN THE COURSE

	Oral Prerequisites		Preparation for Reading and Writing
1.	Oral knowledge of the English numbers 1 - 10.	→	Begin with Lesson 1. (reading and writing the number symbols)
2.	a. Ability to read and write the number symbols 1 - 10. b. EITHER: completion of Fluency First Stage A, i.e., Book 4 (or equivalent), OR: completion of Book 1, Skills of English, plus oral knowledge of: 1. English expressions referring to position in a series. 2. Words used as instructional examples for learning the sound-symbol relationships.	→	Begin with Lesson 5. (letters and words)

TERMINAL OBJECTIVES OF THE COURSE

A student who successfully completes the basic set of 49 lessons (numbered Lessons 1 - 34A) will be able to:

1. read and write the numbers 1 - 10;
2. identify the first, middle, and last positions of symbols in a 3-symbol series;
3. say, at sight, the sound of 20 lower-case letters, and 2 capital letters, which are the most common spelling of the sound;
4. write, in manuscript printing, the letters referred to in Objective #3, demonstrating a knowledge of the relative height of letters and their position in relation to the line;
5. read, at sight, the words composed of the letters referred to in Objective #3, which were learned during the lessons;
6. write from dictation the letters and words referred to in Objectives #3 and #5;
7. read and write a word, which he knows orally but has not met in print before, by applying his knowledge of sound-symbol relationships;
8. identify a familiar short word within a longer word that contains it;
9. write a sentence legibly, using good spacing between words, an initial capital letter, and suitable punctuation;
10. recognize, and write where necessary, a period, question mark, and comma, and write an apostrophe in a learned contracted word;
11. write his own first name;
12. use the reading and writing skills described in Objectives #1 - 10 functionally, to describe pictures or answer questions about pictures accurately.

Note on Testing

Since Preparation for Reading and Writing is an optional course, designed for use with a group rather than for use by individuals, each proceeding at his own pace, no scheme of regular testing has been included here. The system of daily reviews and supervision of practice activities will give the instructor regular practical indications of how much each student is actually learning.

Part Two: The Instructor and the Classroom

STANDARD INSTRUCTIONAL PROCEDURES IN THE LESSONS

Fluency First is an oral program, and the chief concern of a Fluency First instructor is oral learning of English by the students in his classroom. The majority of the time he spends on preparation for class work should be devoted to preparation for oral language activities rather than to ways of presenting reading and writing lessons.

The lesson plans in this manual (beginning on page 33) have therefore been prepared according to certain "standard procedures" with which the instructor can very quickly become familiar. Thus, he will not have to think constantly about how he is going to present new work or get the students to practise it; as soon as he sees the content objectives, which are clearly stated at the beginning of each lesson, he will know what to do. The students will also know what is expected of them.

Three basic types of lessons occur regularly:

1. the presentation of a new symbol;
2. reading of new words by means of applying one's knowledge of sound-symbol relationships;
3. special lessons on sight-words, phrases, or sentences.

A standard lesson procedure, with specific examples of language patterns that can be used by the instructor, is set out in detail for the first two lessons of each type. Thereafter, progressively less detail is included, since the instructor can apply the original plans to the new work.

> It should be understood that the work of one lesson does not have to be completed in one period of 45 or 60 minutes. Some classes may work on one lesson for several days.

Lesson Format

1. At the beginning of each lesson is a "box" that contains very important information about the content of the lesson:
   a. the objectives;
   b. the word or words that can be used as the examples;
   c. the relevant knowledge already possessed by the students.

The information referred to in (c) above is included for two reasons. Since such knowledge is ordinarily prerequisite to successful achievement of the new objective, the instructor can note whether his students are prepared for the new work. Even more important, however, is that an instructor can use this information to enlist the students' participation throughout the lesson. That is, the lesson should be a co-operative effort between instructor and students, with the instructor helping the students to contribute all the relevant knowledge that they already have while he adds just the new information the students need. Thus, the instructor will not play the role of "dictator," and the students will be taking an active part in their own learning.

2. Special materials that will be necessary or useful are listed.

Most of the materials that are suggested will already be in the classroom or will gradually be collected as the students proceed through the lessons. The same kinds of familiar objects that are used in Fluency First oral lessons can be used in the reading lessons. The same pictures that the instructor has collected, sketched, or mounted in poster form for the oral Communication activities will be very suitable, as will many of the students' own pictures and booklets. If an instructor makes one card for a new symbol and another card for a new word each day, the flash card collection will be built up quickly.

An instructor may not be able to prepare immediately all the practice worksheets and picture cards that he would like to have. However, the ones he is able to produce can be kept for future use, since the students will always write on their own paper. Little by little, an instructor will build up a good stock. Often, the students themselves can help in the production of practice materials.

3. The actual lesson begins with a Preliminary Review.

The purpose of this short part of the lesson is not just to practise previous work in a general sense, but to practise the particular items that will help the students to be ready for work on the new objective.

Instructors will find two main patterns in the Preliminary Review suggestions:

a. In the lessons on a new symbol, the review contains:

   i. practice in recognizing and recalling at sight some of the written symbols and words already learned, including those symbols that help to compose the new example word;

ii. a short oral pronunciation practice in which the students repeat after the instructor some words they know orally that contain the sound of the new symbol they will be learning.

b. In the lessons on reading new words by applying one's knowledge of sound-symbol relationships, the review contains:

i. practice in recognizing and recalling at sight some of the written symbols and words already learned, including those that will be necessary for reading the new words;

ii. practice in writing some known symbols, words, or even a sentence from dictation.

Although daily and thorough review is an essential ingredient of success in learning to read and write, these review sessions should be relatively short.

4. The New Work begins with a short section called Oral Reminder.

The purpose of this section is to ensure that all the students know the example word (or sentence pattern) orally. The association of spoken word and written form is vital. When a student learns to read a word by "sounding it out," or analyzing its component parts, he should be able to understand what he has read. If he does not, he is not likely to gain much satisfaction from the hard work of learning to read.

Instructors are reminded that "to know a word orally" means more than merely understanding it when someone else says the word. The term "oral knowledge" includes:

a. ability to recognize the spoken word, by itself or in the stream of speech;
b. comprehension of its meaning;
c. ability to pronounce the word.

By the time a student begins to learn to read and write words, "oral knowledge" of a word also implies the ability to use it in at least one sentence.

Fluency First instructors usually discover from experience the folly of thinking that every student in a group knows a language item merely because one student has responded correctly.

The word "reminder" in the name for this section of work, was deliberately chosen. This part of the reading lesson is not the time to present oral work for the first time; a "time lag" is needed between a student's initial learning of a language item and his confrontation with the written form, in order to allow an opportunity for the word to become truly familiar to the student.

An Oral Reminder is accomplished by means of some situational technique. The use of a real object, an action, a picture, or a sketch, elicits from the students the words or sentences that should be fresh in their minds just before the work of reading them begins.

The Oral Reminder may take only a minute of time, but it should never be neglected.

5. The second stage of New Work is the Presentation.

This usually consists of two main parts, each of which actually involves an interaction between instructor and students, and a consequent mingling of direct presentation and immediate practice.

a. The instructor introduces (with the active participation of the students who contribute their knowledge of previously learned work) the new symbol, word, or sentence, and the students have an immediate opportunity to practise reading new items.

This immediate reading practice includes:

i. recognition of the new symbol or word when it is spoken by the instructor;

ii. reading the new symbol or words aloud;

iii. distinguishing the new symbol or words from those previously learned.

Various activities and materials can be used by the group and by individuals from the group during this immediate reading practice.

b. The instructor demonstrates the writing of the new symbol and word. The students practise writing immediately, even perhaps during the demonstration, and the instructor checks the students' work while they are writing.

6. The third stage of New Work is referred to as Individual Practice.

A number of suggestions are provided in the lessons for the practice of reading and writing. These may be as simple (but necessary) as reading a few symbols and words from a worksheet and copying them on a practice paper. They may be as informal as making pages for a Word Scrapbook or playing a game of Word Bingo. Certain activities will prove to be more effective, or more feasible, or more popular than others.

The important things for an instructor to remember about the practice activities are:

a. a literacy student needs a great deal of practice;

b. tasks that may seem boring to the instructor, such as copying words from a worksheet, are not usually boring to a learner who has to concentrate hard to produce a good result;

c. learning to write requires intense concentration and needs to be followed by more relaxing activity;

d. the students need a variety of practice activities not only to maintain interest but also to ensure that all the necessary skills are exercised.

e. every student needs encouragement and thrives on praise, and adults are no exception; their honest effort deserves recognition and appreciation.

Example Language in the Lesson Plans

Whenever a standard procedure is set out for the first or second time, the language that can be used by the instructor is included in the lesson plan. This example language is marked by a vertical line on the left.

The purpose of the Example Language is to show the simplified, repetitive, demonstrable types of sentences which the instructor will need to use with his students of English as a second language if they are to benefit from the reading and writing lessons. The sentences are, in fact, very similar to those he will be using during his other work with the class; the instructor who uses the Fluency First Communication in English activities will feel "at home" with these sentences.

The reason for using simplified language with beginners in oral English is not hard to understand. Even with more advanced Fluency First students, however, this use of simplified language is important. In these lessons English is being used for something more than social communication; it is being used as the medium for learning. A student should not have to put his attention on the medium; he should be able to concentrate on the new material to be learned.

Furthermore, when the instructional language consists of sentences similar to standard formulas, always spoken in the same way whenever the situation is the same, the students gradually learn to use those sentences themselves; they are developing their knowledge of English and fluency in it. A result is that the instructor's job is made less frustrating than

it would be if the students failed to understand and respond because he used unpredictable patterns and complicated sentences.

Above all, the Example Language is designed for use in conjunction with demonstration. Every sentence of instructional language should have reference to a concrete object, printed symbol, or demonstrated action. The students must be able to see the meaning of what the instructor says.

One further comment is that the Example Language often gives clues to the type of performance required at a particular point. For instance, an instructor usually tries to begin with easy exercises and proceed to exercises that call for a higher level of knowledge. Ordinarily, a recognition exercise, that may involve looking at a group of symbols and pointing out the one that is spoken by someone else, is easier than a recall exercise in which the student himself must remember and say the sound of a printed symbol or word that he sees. The Example Language reminds the instructor to use both types of exercises.

Examples (from Lesson 6)

Recognition	Show us the letter ('a'). Is the letter ('a') the (first letter or the (middle) letter?
Recall	What's this (word / letter)? What's the (last) letter of the word 'man'?

THE INSTRUCTOR'S RESPONSIBILITIES

1. Knowledge

The instructor needs to understand the notion of sound-symbol relationships on which the course is based, and he should be sure of the sound that each letter represents in this course.

He should be aware that the most important preparation for reading and writing in English is a fluent command of oral English. If he is, he will not attempt to spend a disproportionate amount of time on reading and writing to the detriment of the students' progress in oral language learning. He will know how important it is for the students to be able to hear and say the sounds of English accurately in order to associate sounds and printed symbols correctly. He will know that a student should not be asked to read words and sentences that he does not already know orally.

A corollary is that the instructor should know as much as possible about each student's oral knowledge of English.

The instructor needs to become familiar with the type of language he can use during instruction, supported by gestures, illustrations, and demonstrations.

The instructor needs to become proficient in the style of printing used in these lessons.

2. Lesson Preparation

The most important preparation for each lesson is the knowledge of the objectives.

Reference to the "box" at the beginning of each lesson in Preparation for Reading and Writing will indicate to the instructor exactly what is to be presented and practised.

Part of the instructor's daily preparation is to read the notes for the whole lesson. Ordinarily, standard procedures are followed, but sometimes important comments or cautions are included.

The special materials noted at the top of each lesson should be prepared or collected, as well as any new practice materials that are appropriate and useful.

For some lessons it is helpful to prepare the chalkboard or flip chart page ahead of time by drawing lines for the letters and words, or making sketches if they are needed.

Before the lesson actually begins, the instructor should check that each student has the writing materials he needs so that he will be ready to write as soon as the new work has been presented.

ORGANIZATION OF THE CLASSROOM

1. Classroom Arrangement

Furniture in the classroom should be arranged to facilitate clear vision of the demonstrations. Tables and chairs should be pulled close to the chalkboard, if necessary, or the flip chart placed close to the tables. No student should have to sit with his back to the chalkboard.

A good reason for frequently using letter and word cards for reading practice is that they can be placed on a table in front of

the students and thus seen more easily, perhaps, than words on a chalkboard.

Every effort should be made to provide good light in the classroom.

The furniture in a classroom used by adults is often far from satisfactory. Nevertheless, the instructor should do whatever he can to ensure that every student has enough space to write on, and that he is not forced into an uncomfortable posture for writing because his chair and table are unsuitable in size.

2. Grouping

Fluency First instructors become accustomed to the notion that different kinds of activity take place at the same time in the same room. Although the first part of each lesson in Preparation for Reading and Writing is intended for direct instruction with a group, which may be the whole class, the practice activities may be worked on by individuals alone, in pairs, or as part of a group. There is no need for every student to do the same thing.

It may also happen that some students are busy on oral activities while others are engaged in reading and writing.

The instructor's job is to see that there is something appropriate for everyone to do. He may also find a student to work with another in "paired practice," especially if one student has missed some lessons because of absence.

One important responsibility of the instructor is to supervise this practice period closely, helping the students in their efforts to write, listening to them read, checking their matching exercises or scrapbook preparation.

PRACTICE ACTIVITIES

Suggestions for practice activities are included at the end of each lesson. A few general suggestions follow.

1. Arrange "paired practice" often. Students often learn very successfully with the help of another student. Naturally, it would be self-defeating to try to have two incompatible students work together.

2. Teach the students to write their own first names as soon as possible, and thereafter encourage them to put their names on all their work.

   Some names are suitable for use in reading and writing practice, if the students have learned those particular capital letters. For instance, the names of three characters in the Skills of English books (Dan, Ben, Ed) are spelled phonemically and could be included in the students' repertory.

3. The students' names can be printed on cards and used daily instead of a formal "roll call." If they are kept in an attendance chart, and moved every day as needed between the "Present" and "Absent" columns, everyone will soon become familiar with the printed names.

Other materials prepared for the oral Communication activities can be used in the same way, not as the method for instruction in reading but as a regular opportunity to associate a printed word with its meaning. Some students will remember the printed words they see regularly in this way, such as the days of the week on the calendar, and others may not; the ability to read and write those words could be considered a "bonus" of Fluency First rather than an objective of the course.

4. By the end of the course, some students will be able to write a short paragraph about a picture. The ones who are able to do so should be encouraged to try. The instructor can help them by talking about the picture with the student first.

5. If the lessons from the Outline for Additional Content (APPENDIX A) are used, the students will have the knowledge necessary to take part in an interesting Treasure Hunt, either as individuals or as part of a team. A series of cards bearing the message Look for card (2) in the (red can) can lead the students eventually to a "treasure," such as a bag of candies, which everyone can enjoy. A Treasure Hunt is a good activity for a final party at the end of a course.

MATERIALS

A few basic materials are needed in a class that is using the Preparation for Reading and Writing course. Many of them can be used again and again.

Each student needs some practice paper for every lesson. Blank paper may be used, if desired. The pages of an ordinary exercise book are also satisfactory, but narrow lining should be avoided, if possible. Pencils are usually easier for beginners to learn to write with than pens and ordinarily less tiring to hold, but some kinds of "stick-pens" are also satisfactory. Erasers should not be encouraged; beginners sometimes spend half their practice time erasing most of the letters and words they attempt. When mistakes are made, the students should just try again.

Various materials that can be made by the instructor are mentioned throughout the lessons. Time may not permit an instructor to make everything that is suggested. Everything that he is able to make should be kept for continued use. The students should write on their practice papers rather than on the special materials.

The instructor should always use the same style of printing that he expects the students to learn. Every card or worksheet that he produces is a model for the students to follow.

The instructor's printing on cards and worksheets is preferable to published sets of cards that have machine-printing. A student may feel that he cannot achieve the perfection of machine-printing, but hand-printing provides a model he can realistically hope to imitate. Also, a different style of letter formation in published practice materials may confuse a learner.

Pictures can be cut from catalogues or magazines, drawn freehand in "stick figure" form, or traced from books. Pictures can be sketched quickly and quite easily with felt pens. Different colours, of course, help to make the work attractive. Students usually react very favourably to the personal quality of hand-drawn pictures.

FORMATION OF THE LETTERS

In the lessons of Preparation for Reading and Writing, the letters are presented in manuscript printing so that the student can learn the formation of each letter without the added complication of learning to connect one letter with another. With the exception of the capital 'I' and the capital 'T', which are needed in the sentences that the students will write, only lower-case letters are used.

Letters of the English alphabet can be formed in many styles, with small differences that seem to be important to those who have become habituated to them. Instructors are often tempted to treat letter formation as a matter of individual preference (as, indeed, it can be after learning has been achieved). But beginners have no way of knowing which differences in letter formation are important and which are not. It is, therefore, much wiser for an instructor to adopt one form of making each letter and to adhere to that form in his own demonstrations and the practice materials he creates.

As the instructor will discover, the process of learning to shape the letters is not easy for many adults, whose hands may be more accustomed to tasks quite different from holding a pencil and making it mark the paper in predetermined ways. Every unnecessary complication should be avoided.

The style of letters that is used in these lessons is a simple type of printing that is rather similar to the "Marion Richardson" manuscript letters used in many areas throughout the world. The shapes are free of complication. With a few exceptions, they are nearly the same basic forms that can be used later when the students become ready to join letters in cursive writing. Also with a few exceptions, they are similar to the shapes of printed letters they will find in books.

Samples of the letters that are described in the lessons are shown on pages 31 and 32 . The formation of each letter is included as well as the finished models. It is very important that a student learn where to begin each letter and which direction to move in. If he does not learn this, he may always produce legible letters, but he may continue to be unnecessarily slow and he almost certainly will have difficulty when he begins to join the letters later during a literacy course. Beginners and others who have difficulty in learning to shape the letters in the right way are often helped by tracing with their fingers letters that the instructors have written for them.

Some words for the instructor to say while he is demonstrating the formation of a new symbol are always included in the lesson notes.

Examples (from Lesson 5)

Down, up and over, up and over: m

Around, up and down: a

Down, up and over: n

The main reason for including these words is to provide a rhythmically spoken description of the necessary hand movements, which the students can hear, say themselves, and begin to associate with their writing activity. The exact words spoken, however, matter much less than the rhythm with which they are said. Rhythmic practice helps a student to develop the physical co-ordination that is necessary for smooth, legible writing, and it probably helps him remember the letter shapes, as well.

Only two capital letters are specifically taught in the Preparation for Reading and Writing lessons, but the students may actually gain some acquaintance with other capitals through their use in names. Most instructors will probably help each student quite early in the course to print his own first name.

The question of using lined or unlined paper can provoke a good deal of argument. Lines are used in the samples of practice material contained in this manual, mainly because lined paper is usually what students actually have. Also, the use of lines can help the student learn about the relative height and position of letters. On the other hand, some beginners may need the opportunity to practise with big, free arm movements; in that case, the use of large unlined paper, such as sheets of newsprint or pages from a flip chart, may be very helpful occasionally.

When a learner copies from a chalkboard or flip chart, he has to look from board to paper and back again, possibly losing his place and certainly remaining slow in writing. That is one reason for preparing worksheets for use by individual students.

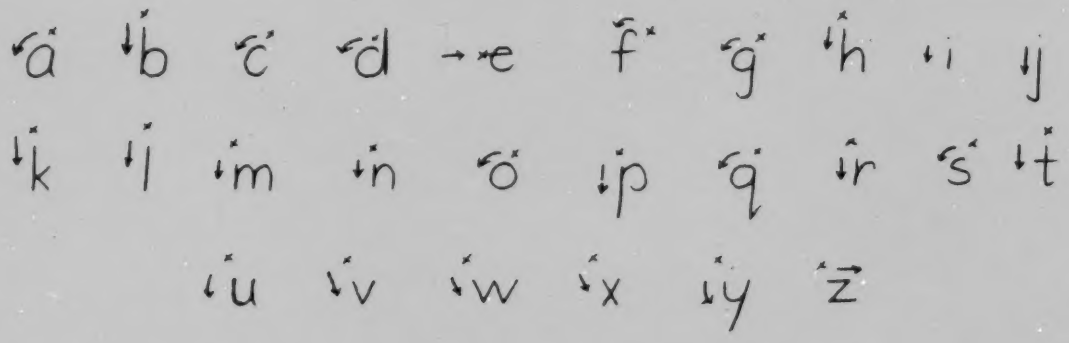
A beginner may often be observed gripping his pencil very tightly in an effort to produce the shapes of letters. If this tight grip persists, the student's writing is likely to remain awkward and slow; furthermore, his hand will become tired very quickly. Students should be encouraged to learn how to hold the pencil less tightly and not to press heavily on the paper. An instructor can also give helpful advice about a comfortable posture for writing.

MODELS OF THE LETTERS AND NUMBERS

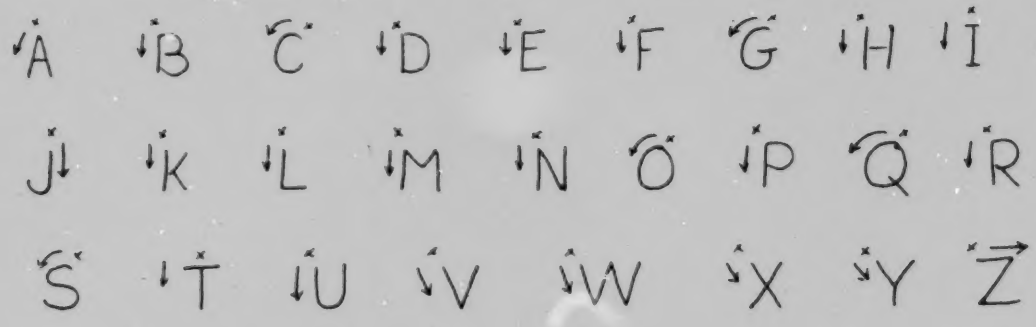
1. Formation

The small cross indicates the starting point, and the arrow indicates the direction of the first stroke.

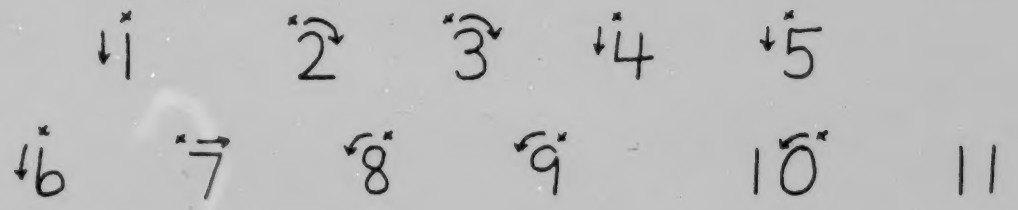
Lower-case Letters



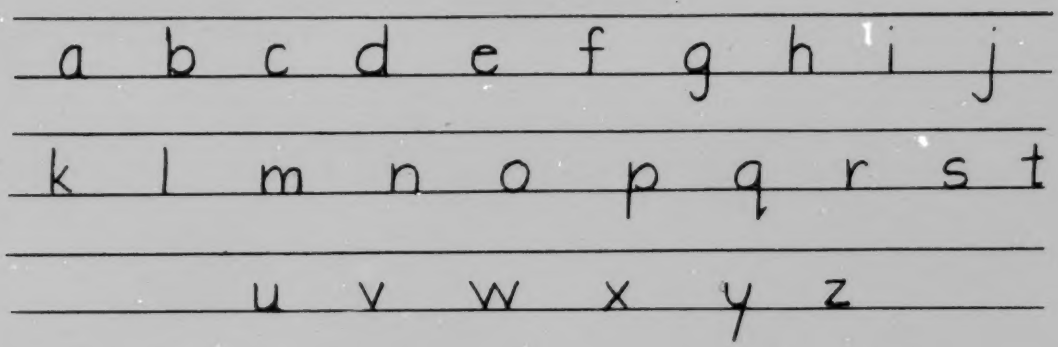
Capital Letters



Number Symbols



2. Lower-case Letters in Relation to the Line



Part Three: The Lessons

Never underestimate the need of a literacy student for PRACTICE, PRACTICE, PRACTICE.

LESSON 1

OBJECTIVES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read and write the number symbols: 1, 2, 3	a. Oral knowledge of the pronunciation and meaning of the numbers 1 - 3. b. Oral knowledge of the English words for the objects used for counting.

Special Materials

3 examples of several familiar objects, such as pens, cups, cans, pencils; at least 3 matches for each student; number cards 1 - 3; materials for making Number Scrapbook pages.

Preliminary Review

Have the students count and identify the number of things in a group (up to 3).

Example Language

> Show us (two) (cups). Hold up (three) (cups).
> Point to (one) window. Clap (three) times.
> Count the (cups).
> How many?

New Work

A. Presentation. (A standard procedure is set out in detail in this first lesson on number symbols.)

1. Introduce the symbols.

Example Language

> Show us one (cup / pen / can).
> Look at this number. (Write the figure 1.)
> This is one. It's the number 1. Say, one _____.
> What number is it? _____ one.

Show us two (cups / pens / cans).
Look at this number. (Write the figure 2.)
This is two. It's the number 2. Say, two _____.
(Point as you speak.) One ... two.

Show us three (cups / pens / cans).
Look at this number. (Write the figure 3.)
This is three. It's the number 3. Say, three _____.
(Point as you speak.) One ... two ... three.

2. Give immediate reading practice.

Example Language

Say these numbers. (Write the numbers, in random order. Give time for the students to speak before you say the correct word.) e.g.,

2	3	2
1	2	3
3	1	1

Try again.
What's this number? (Use the number cards.)
Show me this number of matches.

3. Demonstrate the writing of the symbols and give immediate supervised writing practice.

Example Language

Now, let's write the numbers. Look here first.
This is number 1. Begin here. (Make a little cross at the top.)
Down: 1

Now, you try. Use your finger, like this. (Demonstrate.)
Take your pencil. Hold it like this. (Demonstrate.)
Write the number 1 here on your paper. (Indicate the top left-hand side.)
Write a line of 1's, like this. (Demonstrate.)
Do it again. Write on the line, like this. (Demonstrate.)

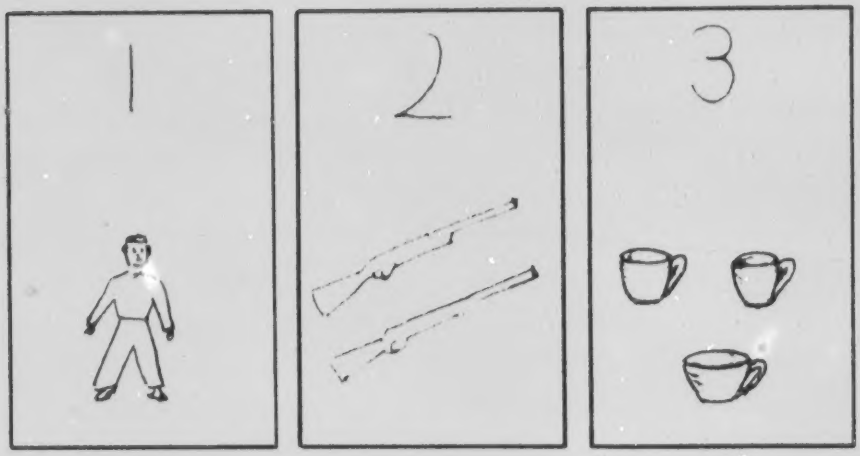
(Repeat the procedure for 2 and 3.)

2 = round, down, across.
3 = around, around.

B. Individual Practice: Suggestions

1. The students can begin to make their own illustrated Number Scrapbooks, drawing their own small pictures or cutting them out of a catalogue or magazine. Each page should contain a number symbol and that number of similar pictures.

Examples



2. Students should continue to practise writing the numbers on their practice papers, as needed. Encourage them to write on the line. Praise their sincere effort as well as good number formation.

3. Write the numbers 1 - 3 in a Number Strip, which will remain on the wall and to which you will add the other figures as they are introduced.

LESSON 2

OBJECTIVES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read and write the number symbols: 4, 5, 6, 7	a. Oral knowledge of the pronunciation and meaning of the numbers 1 - 7. b. Ability to read and write the number symbols 1 - 3.

Special Materials

7 examples of several familiar small objects; at least 7 matches for each student; number cards 1 - 7; materials for making Number Scrapbook pages.

Preliminary Review

1. Have the students read the number symbols 1 - 3.

   Example Language

   > Show us number (3). Find the number (2).
   > Clap this number of times.
   > Show me this number of matches.
   > What's this number?

2. Have the students count and identify the number of things in a group, up to 7.

New Work

A. Presentation

1. Introduce the symbols 4, 5, 6 and 7, according to the procedure detailed in Lesson 1.

2. Give immediate reading practice of the symbols 4 - 7, as in Lesson 1. Then include the symbols 1 - 3, as well.

3. Demonstrate the writing of the symbols 4 - 7, as in Lesson 1, and give immediate supervised practice.

   4 = down, across, down.
   5 = down, around. across.
   6 = down, up and round
   7 = across, down.

B. Individual Practice: Suggestions

1. Continue making the Number Scrapbooks.

2. Add numbers 4 - 7 to the Number Strip. Use the Number Strip for reading practice.

3. The students should continue practising the formation of the number symbols on their practice papers as necessary.

4. Shuffle the number cards and ask individuals to put them in (counting) order. Encourage quickness.

LESSON 3

OBJECTIVES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Identify the position of a symbol in a series of three symbols as: first, middle, last	a. Ability to read and write the number symbols 1 - 7. b. Oral knowledge of the English words for the objects and colours used in demonstration.

Special Materials

A set of objects, such as cups, in different colours; number cards 1 - 7; prepared worksheets in the style of Sample #1 (page 42).

Preliminary Review

1. Have the students read the number symbols 1 - 7.
2. Have the students write at least three numbers from dictation.

New Work

A. Presentation

1. Introduce the position words, first with real objects and then with number symbols.

Example Language

a. (Arrange three cups in a row.)

These are cups. How many? _____ three. What colour is this cup? _____ blue. Listen. The first cup is blue. This is the first cup. first ... first ... first.
Say, first _____
Say, the first cup _____
the first cup

What colour is this cup? _____ green. Listen. The next cup is green. It's the middle cup. middle ... middle ... middle.
Say, middle _____
Say, the middle cup _____
the middle cup

What colour is this cup? _____ yellow. Listen. The next cup is yellow. It's the last cup. last ... last ... last.
Say, last _____
Say, the last cup _____
the last cup

b. Change the order of the cups and repeat. Thus, the first cup may be the yellow one; the middle cup may be the blue one; the last cup may be the green one.

c. Write three numbers, such as 3 6 2, in a line. Do not write them so close together that they appear to be the three-digit number 362.

What's this number? (Point to 3.) _____ 3.
The first number is 3. 3 is the first number.
What's next? _____ 6.
The middle number is 6. 6 is the middle number.
What's next? _____ 2.
The last number is 2. 2 is the last number.

d. Write the same numbers in a different order, such as 6 2 3. Repeat the procedure.

2. Give immediate practice.

a. Write the same three symbols in a different order, such as 2 6 3, and ask questions.

What's the (last / first / middle) number?

b. Write different sets of three number symbols and have the students write a particular symbol on their practice papers.

Write the (middle) number.

B. Individual Practice: Suggestions

1. Have the students copy sets of three number symbols from prepared worksheets in the style of Sample #1.

2. As you supervise the students' writing practice, ask individuals to identify the first, middle, and last symbols in a set.

Sample #1

Worksheet for Lesson 3.

4 1 5

1 7 2

6 2 7

5 2 3

3 4 7

2 5 6

1 3 1

4 3 2

2 6 6

7 5 3

6 5 4

LESSON 4

OBJECTIVES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read and write the number symbols: 8, 9, 10	a. Oral knowledge of the pronunciation and meaning of the numbers 1 - 10. b. Ability to read and write the number symbols 1 - 7. c. Ability to identify the position of a symbol in a set of three.

Special Materials

10 examples of several familiar small objects; at least 10 matches for each student; number cards 1 - 10; materials for making Number Scrapbook pages.

Preliminary Review

1. Have the students read the number symbols 1 - 7.

   Example Language

   | Show us number (6).
   | Clap this number of times.
   | Show me this number of matches.
   | What's the (first / middle / last) number?
   | What's this number?

2. Have the students count and identify the number of things in a group, up to 10.

New Work

A. Presentation

   1. Introduce the symbols 8, 9, 10, as in Lessons 1 and 2.

2. Give immediate reading practice of the symbols 8, 9, 10, as in Lesson 1. Then include the symbols 1 - 7, as well.

3. Demonstrate the writing of the symbols 8, 9, 10, as in Lesson 1, and give immediate supervised practice.

   8 = around, down, around, up.
   9 = round, up ... down.
   10 = down. around and around.

   In particular, demonstrate leaving a space between each example of the 8 and 9 but writing the two parts of the number 10 close together.

B. Individual Practice: Suggestions

Apply the practice activities of Lesson 2 to the new work.

LESSON 5

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read a 3-letter word by saying the sounds of its 3 symbols. 2. Say the sounds of the symbols: a m n 3. Write the symbols 'm', 'a', 'n', and the word 'man'.	man	a. Concept, gained from a knowledge of number symbols, that written symbols stand for spoken words. b. Knowledge of spoken words referring to position in a series. c. Oral knowledge of the word 'man'.

Special Materials

Number cards; pictures of people, including a man; lesson worksheets in the style of Sample #2 (page 48).

Preliminary Review

Have the student identify number symbols at sight.

Example Language

Show us number (8).
What's this number?
What's the (first / middle / last) number?

New Work

A. Oral Reminder

Use pictures or real people to elicit the oral response a man, It's a man, or He's a man.

Example Language

Is this a man or a (woman / girl / boy)?
What's this picture?
Show us a (picture of a) man.

B. Presentation. (The standard procedure is set out in detail for this first lesson on letter symbols.)

1. Introduce the word 'man' and the sound-symbol relationships of 'm', 'a', and 'n'.

Example Language

This is a picture of a man. This is the word 'man'.
There are three letters in the word 'man'. (Point to the letters as you count.) One ... two ... three.
Look at the middle letter. (Write 'a'.)
The middle letter of 'man' makes the sound / æ /. (Remember to say the sound, not the letter name.)
Say the sound after me. (Write the letter 'a' several times, saying the sound each time.)

Look at the word 'man' again. Look at the last letter. (Write 'n'.)
The last letter of the word 'man' makes the sound / n /. Say the sound after me. (Write the letter 'n' several times, saying the sound each time.)

Look at the word 'man' again. Look at the first letter. (Write 'm'.)
The first letter of 'man' makes the sound / m /. Say the sound after me. (Write the letter 'm' several times, saying the sound each time.)

Listen to these three sounds together. (Point to each letter as you speak.) m ... a ... n.
Now, you try. m ... a ... n. m ... a ... n. man. man.

2. Give immediate reading practice.

Example Language

Say the sounds of these letters. (Write the letters one by one, and allow time for the students to try, before you say the correct sound.)

e.g.,	a	man	a
	n	n	n
	m	a	an
	an	m	man

Read this word. (Point to the word 'man'.)
Say the sounds again. (Use the same list again, encouraging quick responses. Then ask individuals to say a symbol or word.)

3. Demonstrate the printing of the symbols and the word, giving immediate supervised practice.

Example Language

> Now, let's write the letters. Look here first.
> This is the letter 'm'.
> Begin here. (Make a little cross at the starting point.)
> Down, up and over, up and over: 'm'. (Remember to say the sound rather than the letter name.)
> Again. Begin here. Down, up and over, up and over: 'm'.
>
> Now, you try. Write with your finger, like this. (Demonstrate.)
> Write the letter 'm' with your finger. Down, up and over, up and over. Again.
> Take your pencil. Write the letter 'm' here with your pencil. (Indicate the top left-hand side of the paper.)
> Write it again. Say 'm'.
> Write a line of this letter. Write the letters on the line.

(Repeat the procedure for the other two letters:

'a' = around, up and down;
'n' = down, up and over.)

> Let's write the word 'man'. Look here first. (Say the sounds as you demonstrate.) m a n. man.
> Now, you try. Do it like this. (Demonstrate leaving a space as you write the word several times.)
> Write a line of this word. Leave a space between the words.

C. Individual Practice: Suggestions

1. Use prepared worksheets, in the style of Sample #2, for reading practice. Remember that the students should not write on the worksheets.

2. Have the students write on their practice papers a line of each letter or word seen on the worksheet. Help individuals to form each letter in the right way, without lifting the pencil. Encourage good spacing and writing on the line.

   Praise a student for sincere effort as well as for a high standard of letter formation and neatness.

3. Pin up on the wall a picture of a man with the word 'man' printed neatly underneath in large letters.

4. Suggest that individuals begin to make a Word Scrapbook, if they wish, in the same way that they made Number Scrapbooks. They can draw one man, or cut out a picture of a man, and print the word 'man' underneath the picture. Each word should be on a different page.

Sample #2

Worksheet for Lesson 5.

m

n

a

an

man

a

n

an

m

man

man man man man

LESSON 6

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: [p] 2. Write the symbol 'p'. 3. Read and write the word 'pan'.	pan	a. Symbols already learned: [a, m, n] b. Concept that symbols are combined to form a word, such as 'man'. c. Oral knowledge of the word 'pan'.

Special Materials

A real pan or a picture or sketch of a pan; lesson worksheets in the style of Sample #3 (page 53); cards for the words and symbols in Lesson 5 and 6.

Preliminary Review

1. Have the students identify the word 'man' and the symbols already learned.

Example Language

a. Show us the letter ('a').
Is the letter ('a') the (first) letter or the (middle) letter?

b. What's this (word / letter)?
What's the (last) letter of the word 'man'?

2. Ask the students to repeat several familiar words that contain the sound / p /. Emphasize the sound slightly. (Select words familiar to the students.)

Example Language

Say these words after me.

point	hop
picture	cap
page	jump
tape	pan

New Work

A. Oral Reminder

Use a picture, sketch, or real object to elicit the response a pan or It's a pan.

Example Language

Is this a pan or a (man / cup / ...)?
What's this? What's this picture?

B. Presentation

(The standard procedure is set out in detail again in this second lesson that introduces a sound-symbol relationship.)

1. Introduce the word 'pan' and tne symbol 'p'.

Example Language

What's this word? (Arrange the letter cards to form the 'man'. ___ man.
Now look. (Take the letter 'm' away and replace it with 'p'.)
This word is 'pan'. This is a (picture of a) pan and this is the word 'pan'.

What's the middle letter? _____ 'a'.
What's the last letter? _____ 'n'.

Look at the first letter. The first letter of 'pan' makes the sound / p /.
Say the sound after me. (Write the letter 'p' several times, saying the sound / p / each time.)
Let's say these three sounds together. Listen first. (Point to each letter as you speak.) p ... a ... n.
Now, you try. p ... a ... n. p ... a ... n. pan. pan.

2. Give immediate reading practice.

Example Language

Say the sounds of these letters. (Write the letters one by one, and allow time for the student to try, before you say the correct sound.)

e.g.:	a	pan	an	p
	n	n	pan	an
	p	a	m	man
	an	p	man	pan

Read this word. (Point to the word 'pan'.)
Say the sounds again. (Encourage quick responses. Then call on individuals.)
Read these words. (Point alternately to the words 'man' and 'pan'.)

3. Demonstrate the printing of the symbol 'p' and the word 'pan', giving immediate supervised practice.

Example Language

Now, let's write.
First, write the word 'man'. Write a line of the word 'man'.
Look here. This is the word 'pan'. (Write it.)
The first letter of the word 'pan' is 'p'. (Write the letter as you speak.)
Begin here. (Make a little cross at the starting point.)
Down ..., up ... and around: 'p'.
Look at the letter and look at the line. (Point as you speak.) The letter 'p' "sits" on the line, but the "tail" hangs down.
Look again. Down ..., up ... and around: 'p'.

Now, you try. Write with your finger first.
Down ..., up ... and around. 'p'. Again.
Take your pencil. Write the letter 'p'. Say it.
Write a line of the letter 'p'.

Now, let's write the word 'pan'. Look here first.
(Say the sounds as you demonstrate.) p ... a ... n.
pan.
Now, you try.
Write a line of the word 'pan', like this. (Demonstrate, with good spacing.)

C. Individual Practice: Suggestions

1. Use prepared worksheets, in the style of Sample #3, for reading and copying practice. Give special help with letter formation, including the position of 'p' in relation to the line.

2. Begin "paired practice" with two students working together:

   a. one student reads the letters and words to the other;
   b. one student dictates the letters and words to the other.

3. Add a labelled picture of a pan to the wall display.

4. Add a page for 'pan' to the Word Scrapbooks.

Sample #3

Worksheet for Lesson 6.

man

an

pan

n

p

pa

a

n

pan

pan pan pan pan

pun mun pan man pan

LESSON 7

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: e 2. Write the symbol 'e'. 3. Read and print the word 'pen'.	pen	a. Symbols already learned: a n m p b. Oral knowledge of the word 'pen'.

Special Materials

A real pen (or a picture of a pen); cards for the symbols and words in Lesson 5 - 7.

(From now on, lesson worksheets will not be listed as "special" materials every time, but instructors are encouraged to prepare them according to the students' needs.)

Preliminary Review

1. The students identify the symbols and words already learned.
2. The students pronounce a few familiar words containing the vowel sound / ɛ /. (Select words familiar to the students.)

Example Language

Say these words after me.

red	sell
head	help
bed	end
neck	pen

New Work

A. Oral Reminder

Use a real object or picture to elicit the response a pen or It's a pen.

B. Presentation

Follow the standard procedure set out in detail in Lessons 5 and 6.

1. Introduce the word 'pen' and the symbol 'e'.

2. Give immediate reading practice to the group and individuals. Concentrate on the symbols of the word 'pen', but include some previously learned work.

   Conclude with the reading of 'man', 'pan', and 'pen'.

3. Demonstrate the printing of the symbol 'e' and the word 'pen', and give immediate supervised practice.
   'e' = across, up and around.

C. Individual Practice: Suggestions

Apply the practice activities suggested in Lesson 6 to the new work.

LESSON 7A

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read, and write from dictation, a new word (known orally) by applying knowledge of sound-symbol relationships.	men	a. Symbols already learned: a m p e n b. Oral knowledge of the word 'men'.

Special Materials

Pictures of people, including one showing a man and one showing two or more men; cards for the symbols and words in Lessons 5 - 7A.

Preliminary Review

1. The students identify the symbols and words already learned.
2. The students write known symbols and a word from dictation.

Example Language

Listen. Write the letter for the sound /æ/. (Check the students' work immediately to make sure that they wrote the letter 'a'. Write 'a' on the board.)

Write these letters: 'p', 'm', 'e', 'n'. (Remember to say the sounds rather than the letter names.)

Write this word: pen.

New Work

A. Oral Reminder

Use pictures to elicit the pair of words man and men, or the pair of sentences It's a man and They're men.

B. Presentation

(A standard procedure is set out in detail for this first lesson on reading a new word by applying one's knowledge of sound-symbol relationships.)

1. Guide the students in reading the new word by saying its component sounds.

Example Language

Here's a new word. (Write 'men'.) You can read it.
Say the sound of the first letter. (Point to it.) ___ 'm'.
Say the sound of the middle letter. ___ 'e'.
Say those two sounds together. ___ 'm ... e'.
Again. ___ 'm ... e'. 'me'.
Now, say the sound of the last letter. ___ 'n'.
Say that sound after 'me'. ___ me ...n. me ...n.
men. men.
Read this word. ___ men.

2. Guide the students in writing the new word by listening to its component sounds.

Example Language

You can write this new word, too. (Erase the word 'men'.)
Listen.
Write the letter 'm'. (Wait until the students have written it before writing it yourself.)
Next to it, write the letter 'e'. (Check the students' work to make sure they have written 'e' on the right of 'm'. Then write 'e' after 'm' yourself.)
Next to it, write the letter 'n'. (Finish your own writing after the students have had a chance to try.)

There! What's that word? _____ men.
Write a line of the word 'men'.

C. Individual Practice: Suggestions

Apply the practice activities suggested in previous lessons to the new work.

LESSON 8

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: t 2. Write the symbol 't'. 3. Read and write the word 'ten'. 4. Read and write a phrase composed of two words.	1-3. ten 4. ten men	a. Symbols already learned: a m p e n b. Oral knowledge of the words 'ten' and 'men'.

Special Materials

Number card '10'; ten small familiar objects, such as pens, pencils, or cups; cards for the symbols and words in Lessons 5 - 8.

Preliminary Review

1. The students identify the symbols and words already learned.

2. The students pronounce a few familiar words containing the sound / t /.

Examples

tape	boat
tall	foot
toe	sit
two	ten

New Work

A. Oral Reminder

Use a set of ten objects and the number card for '10' to elicit the word 'ten'.

B. Presentation

1. Follow the standard procedures set out in lessons 5 and 6.

   a. Introduce the word 'ten' and the symbol 't'.

   b. Give immediate reading practice to the group and individuals. Conclude with the reading of the new word 'ten' in comparison with two or three previously learned words.

   c. Demonstrate the printing of the symbol 't' and the word 'ten', and give immediate supervised practice.

      t = down. across.

      Call the students' attention to the height of 't' in comparison with the other letters. Be sure that the 't' is crossed near the top but not at the top.

2. Guide the students in using their knowledge to write a phrase composed of two words.

   Example Language

   What are these? (Sketch quickly a row of stick-figures representing ten men.) --men.
   How many men? --ten.
   Ten men. (Write 'ten men' under the sketches.)
   Read these words. ten men
   Write the words 'ten men'. Leave a space between the words. (Demonstrate.)
   Write a line of the words 'ten men', like this. (Demonstrate, showing a small space between 'ten' and 'men' and a wide space between phrases.)

C. Individual Practice: Suggestions

Apply the practice activities already suggested in previous lessons to the new work.

The students can add a special page to their Word Scrapbooks to show 'ten men'.

LESSON 8A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read, and write from dictation, some new words (known orally) by applying knowledge of sound-symbol relationships.	net mat at	a. Symbols already learned: a m p e n t b. Oral knowledge of the words selected for reading.

Special Materials

Cards for the symbols and words in Lessons 5 - 8A; pictures (or objects) for the words presented in Lessons 8A.

Preliminary Review

1. The students identify symbols and words already learned.
2. The students write some known symbols and words from dictation.

Example Language

Write these letters: 'e', 't', 'p', 'a'.
Write these words: man. ten.

New Work

66

A. Oral Reminder

Use pictures or objects to elicit the responses a net and a mat, or It's a net and It's a mat.

B. Presentation

(A standard procedure is set out in detail for this second lesson on reading a new word by applying one's knowledge of sound-symbol relationships.)

1. Guide the students in reading the new words by saying their component sounds.

Example Language

a. Here's a new word. (Write 'net'.) You can read it.
Say the sound of the first letter. (Point to it.)
_____ 'n'.
Say the sound of the middle letter. _____ 'e'.
Say those two sounds together. _____ 'n ... 'e'.
Now say the sound of the last letter. _____ 't'.
Say that after 'ne'. _____ ne ... t, ne ... t.
net. net.
Read this word. _____ net.

b. Here's another new word. (Write 'mat'.) Try to read it.
Say the sounds of the letters. (Point slowly to 'm', 'a', and 't', giving the students a chance to try to sound out the word by themselves. If they have any difficulty, help them as you did with 'net'.)
Read this word. _____ mat.

c. Look. (Cover up the 'm' of 'mat'.)
Read this word. _____ at. (Use the word 'at' in several familiar phrases, such as "They're at the lake. It's at the top of the page. Look at the window.)
Look. (Cover and uncover the letter 'm' as you speak.)
at ... mat ... at ... mat.

d. Read these new words. (Point to 'net', 'mat', and 'at', in varying order.)

2. Guide the students in writing the new words by listening to their component sounds.

Example Language

You can write these new words, too. (Erase them.) Listen.

Write the word 'at'. (Pronounce each sound slowly and clearly. Wait until the students have tried to write the word before writing it yourself.)
Write the word 'mat'. (Pronounce the component sounds also.)
Write the word 'net'. (Pronounce the component sounds also.)

C. Individual Practice: Suggestions

In addition to the usual practice activities, the students can begin to match words and pictures. Spread out on a table the pictures you have been using as oral reminders and the word cards you have made.

Example Language

Put the words and pictures together.
Here's a picture of a man. Where's the word 'man'?
Put the word 'man' with the picture of a man.

(Caution. Do not let the students try to make a page in the Word Scrapbook for the word 'at'.)

LESSON 9

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: i 2. Write the symbol 'i'. 3. Read and write the word 'pin'.	pin	a. Symbols already learned: a m p e n t b. Oral knowledge of the word 'pin'.

Special Materials

A straight pin or safety pin; cards for the words and symbols in Lessons 5 - 9.

Preliminary Review

1. The students identify some symbols and words already learned, including 'pen' and 'pan'.

2. The students pronounce a few familiar words containing the sound / I /. (Select only those words that the students know.)

Examples

it	big
sit	in
swim	begin
fish	pin

New Work

A. Oral Reminder

Use a real object to elicit a pin or It's a pin.

B. Standard Presentation of a New Symbol

1. Introduce the word 'pin' and the symbol 'i'.

2. Give immediate reading practice, concluding with the new word 'pin' in comparison with two or three previously learned words.

3. Demonstrate the printing of the symbol 'i' and the word 'pin', and give immediate supervised practice.

i = down. dot.

C. Individual Practice: Suggestions

1. Apply the practice suggestions from previous lessons to the new work.

2. Ask the students to read their Word Scrapbooks to you or a partner.

3. Give each student one of the pictures you have been using as oral reminders. Say:

Write the word for this picture.

LESSON 9A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read, and write from dictation, new words (known orally) by applying knowledge of sound-symbol relationships.	it tin in	a. Symbols already learned: a i n t e m p b. Oral knowledge of the words selected for reading.

Special Materials

A pin and a tin can; cards for the words and symbols in Lessons 5-9A.

Preliminary Review

The students identify some symbols and words already learned, including 'pin', and write several from dictation.

New Work

A. Oral Reminder

Talk about the tin can and the pin in such a way that the students hear and use the words selected for reading.

Example Language

Show us a (pin / tin can).
What's this?
Take the pin. Put it in the tin can.
Where's the pin? Where is it?

B. Presentation

Follow the standard procedures for applying knowledge to the reading of a new word, as set out in Lessons 7A and 8A.

1. Guide the students in reading the new words by saying their component sounds.

   a. tin
   b. in (cover up the 't' in 'tin'.)
   c. it

2. Guide the students in writing the new words by listening to their component sounds.

C. Individual Practice: Suggestions

Continue the usual practice activities, including matching.

Do not let the students try to make pages in the Word Scrapbook for the words 'it' and 'in'.

LESSON 10

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: [c] 2. Write the symbol 'c'. 3. Read and write the word 'cap'.	cap	a. Symbols already learned: [a i n t / e m p] b. Oral knowledge of the word 'cap'.

Special Materials

A (picture of a) cap; cards for the words and symbols in Lessons 5-10.

Preliminary Review

1. The students identify some symbols and words already learned, including 'pan'.

2. The students pronounce a few familiar words containing the sound / k /. Emphasize the / k / sound slightly. (Select only those words that the students know.)

   Examples

   car cat
   call cook
   come camp
   can cap

New Work

A. Oral Reminder

Use a real cap or a picture to elicit the response a cap or It's a cap.

B. Standard Presentation of a New Symbol

1. Introduce the word 'cap' and the symbol 'c'.

2. Give immediate reading practice, concluding with the new word 'cap' in comparison with two or three previously learned words.

3. Demonstrate the printing of the symbol 'c' and the word 'cap', and give immediate supervised practice.

c = around

C. Individual Practice: Suggestions

Continue the usual practice activities, applying them to the new work.

LESSON 10A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read, and write from dictation, new words (known orally) by applying knowledge of sound-symbol relationships.	e.g., can tin can camp cat	a. Symbols already learned: a e m p c i n t b. Oral knowledge of the words selected for reading.

Special Materials

A tin can; pictures or objects to illustrate other selected words; cards for the symbols and words in Lessons 5-10A; Picture-Word worksheets in the style of Sample #4 (pages 72 and 73).

Preliminary Review

The students identify some symbols and words already learned, including 'cap', and write several from dictation.

New Work

A. Oral Reminder

Talk about the objects and pictures that illustrate the words you have selected for reading practice. Remember that you should not use words like camp or cat if your students do not know them orally.

B. Presentation

Follow the standard procedures for reading a new word by applying one's knowledge, as set out in Lessons 7A and 8A.

1. Guide the students in reading the new words by saying their component sounds:

   a. can
      tin can
   b. cat
   c. camp. (Call the students' attention to the fact that this word has four letters. Do not use the term "middle letter"; refer to the "next" letter or the "second" and "third" letters.)

2. Guide the students in writing the new words by listening to their component sounds.

C. Individual Practice: Suggestions

1. Continue the usual practice activities, including matching.

2. If you have made some, introduce Self-Checking Picture-Word Work-sheets, in the style of Sample #4, that give a student practice in remembering all the symbols in a word by requiring him to fill in a missing letter.

   Show the students how to use these worksheets effectively:

   a. Practise reading the completely spelled words on Side 1.

   b. Cover up the pictures on Side 1 and practise reading the completely spelled words again.

   c. Turn the sheet over. Look at the picture and say the word for it. Try to write the word on a practice paper, filling in the missing letter. Follow the same order from top to bottom.

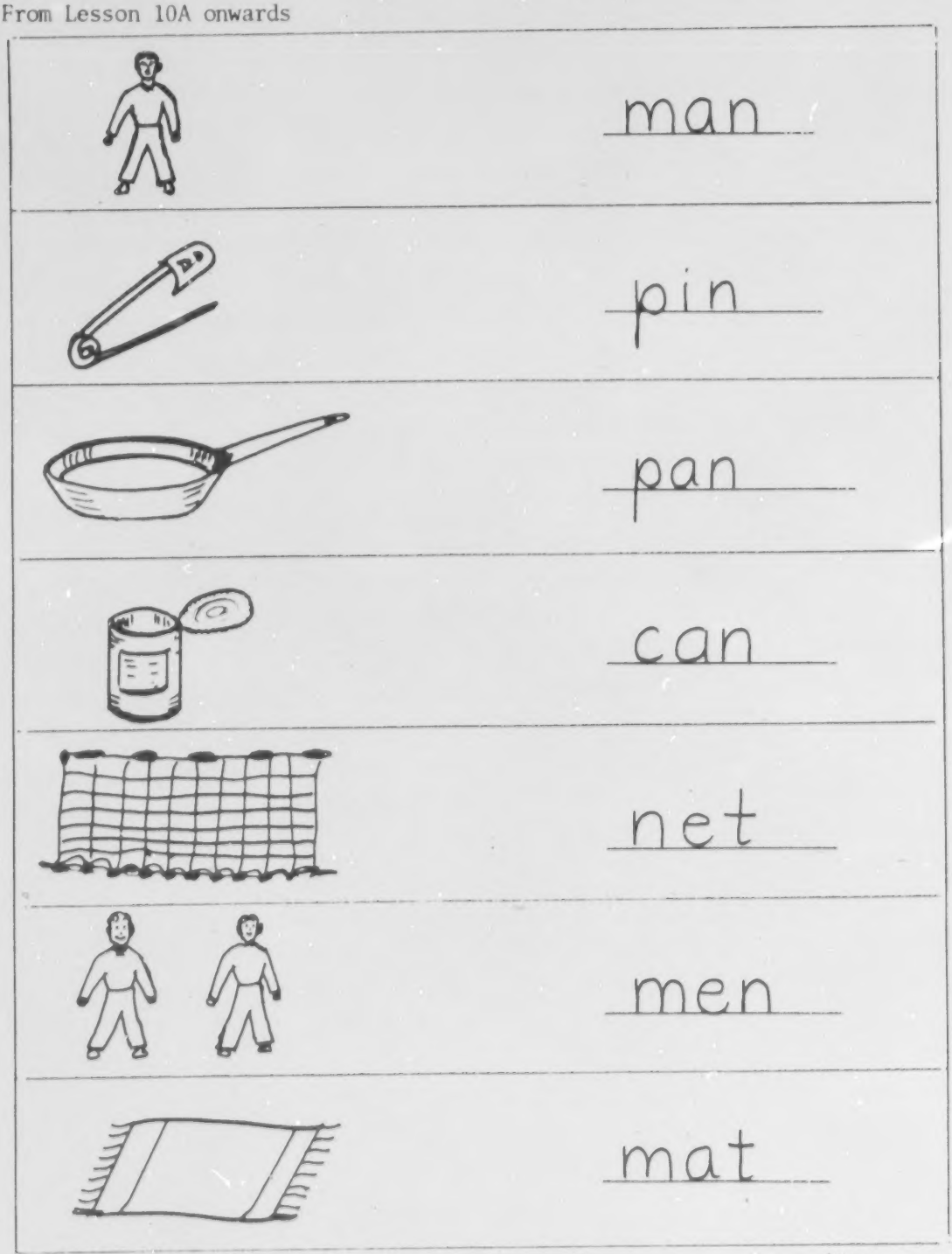
   d. Turn the worksheet over to Side 1 again and check the spelling of each word written on the practice paper.

Remember that you do not need to have a worksheet for every student because individuals do not need to do exactly the same practice activity at the same time.

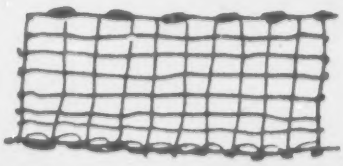
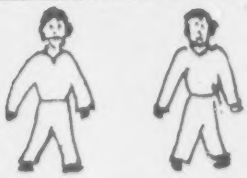
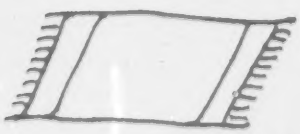
Sample #4, Side 1.

Self-Checking Picture-Word Worksheet

From Lesson 10A onwards



Sample #4, Side 2

	m n
	pi
	an
	c n
	ne
	m n
	at

LESSON 11

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FORM PREVIOUS LEARNING
1. Read, as a sight-word, the article 'a' in combination with a singular noun. 2. Write, with good spacing, the article 'a' followed by a noun.	a man a pan a pen a pin a net a mat a cap a can	a. Symbols already learned: a e m p c i n t b. Oral knowledge of the use of the article 'a' before a singular noun. c. Ability to read and write the nouns.

Special Materials

Pictures or objects, illustrating the singular nouns in Lessons 5 - 10A; cards for the words and symbols in Lessons 5 - 10A. Be sure to have a separate card for the new sight-word 'a'.

Preliminary Review

The students identify all the symbols and words already learned.

New Work

A. Oral Reminder

1. The students say the words for all the pictures. Give a model, such as man, so that the noun is said by itself.

2. Show the pictures again. Give a model such as a man, so that the article is spoken before each noun.

B. Presentation

1. Introduce the article 'a'.

Example Language

> Read this word. (Show the card for 'man'.)
>
> Now look. (Add the card for the article 'a', leaving a clear space between article and noun.) a man.
>
> Read these two words: a man _____.

Repeat the procedure for three other nouns. Then continue, but try to get the students to read the two words without your help.

2. Give immediate reading practice, from a list that shows some nouns alone and some nouns preceded by the article.

Example:	a man	cap	a pin
	a pan	a net	mat
	pen	a can	a can

3. Demonstrate the printing of the article and noun and give immediate supervised practice.

Emphasize the importance of spacing. Insist on a small space between the article and noun, and a wider space before the next set of words.

C. Individual Practice: Suggestions

1. Give the students the word cards used in this lesson and ask them to write a line of each word, preceded by the article 'a', on their practice papers. When a student finishes a line, he can trade his card for another student's card and continue.

2. Use the Picture-Word worksheets from Lesson 10A. Ask the student to copy the word from Side 1 on his practice paper, leave a space, and then write the same word preceded by the article, like this:

man	a man
pin	a pin
pan	a pan
...etc.	

Caution the students about the word 'men'. Elicit the fact that *a men is impossible. Ask, "How many men?" Suggest that they write '2 men' on their papers.

LESSON 12

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: [u] 2. Write the symbol 'u'. 3. Read and write the word 'cup'.	cup	a. Symbols already learned: [a e m p / c i n t] b. Oral knowledge of the word 'cup'.

Special Materials

A cup; cards for the words and symbols in Lessons 5 - 12.

Preliminary Review

1. The students identify some symbols and words already learned, including 'cap'.

   Occasionally, add the article 'a' before a noun during this review.

2. The students pronounce a few familiar words containing the sound / ə /. (Select only those words that the students know.)

   Examples:

bus	number
hunt	truck
up	duck
jump	cup

New Work

A. Oral Reminder

Use a real object to elicit the response cup, a cup, or It's a cup.

B. Standard Presentation of a New Symbol

1. Introduce the word 'cup' and the symbol 'u'.

2. Give immediate reading practice, concluding with the new word 'cup' in comparison with two or three previously learned words.

   Include the symbol 'a' several times so that it can be differentiated from the symbol 'u'.

3. Demonstrate the printing of the symbol 'u' and the word 'cup', and give immediate supervised practice.

   u = down, round, up and down.

   Call the students' attention to the "open" top of the letter 'u', in contrast with the "closed" top of the letter 'a'.

C. Individual Practice: Suggestions

Apply the practice suggestions from previous lessons to the new work.

From now on, whenever appropriate, include the article 'a' in your labelling of pictures for the wall display, being sure to leave a clear space between the article and the noun. The students should do the same in their Word Scrapbooks. Check their work each day, however, to make sure that they do not, through habit, put the article 'a' in front of unsuitable words, such as verbs or plural nouns.

LESSON 12A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read, and write from dictation, new words (known orally) by applying knowledge of sound-symbol relationships.	e.g., nut cut up	a. Symbols already learned: a e m p u c i n t b. Oral knowledge of the words selected for reading.

Special Materials

A real nut or a picture of a nut. (Use either the kind of metal nut that is used on the end of a bolt, as pictured on page 4, Book 7 in Skills of English, or a local edible nut that the students are familiar with, or both, according to the students' knowledge.)

Cards for the words and symbols in Lessons 5 - 12A.

Preliminary Review

The students identify some symbols already learned, including 'cup' and 'tin', and write several from dictation. Include in the reading review several singular nouns preceded by the article 'a'.

New Work

A. Oral Reminder

Use a (picture of a) nut to elicit the response a nut or It's a nut. Use the other words selected for reading practice in realistic situations. For example, if you have locally familiar edible

nuts, you can offer a knife to a student and invite him to "Cut the nut up."

B. Presentation

Follow the standard procedures for reading a new word by applying one's knowledge, as set out in Lessons 7A and 8A.

1. Guide the students in reading the new words by saying their component sounds.

   a. nut
   b. cut
   c. up (show the word 'cup' and cover the 'c'.)

2. Guide the students in writing the new words by listening to their component sounds.

C. Individual Practice: Suggestions

1. Continue the usual practice activities.

2. Play a game of "Go Fishing." Number symbols, letters and words may be used.

Go Fishing

Prepare a pack of small cards containing ten (or more) sets of four cards bearing the same symbol or word.

Each player receives an equal number of the shuffled cards. The extra cards are placed face downwards in the centre. The players will try to acquire sets of four identical cards, which they can put down.

Each player in turn asks his neighbour for a symbol or word he wants to collect. If the neighbour has one, he must hand it over, and the first player can ask for another. If the neighbour does not have it, he says Go fishing!, and the player draws one card from the central pool. Then it is the turn of the next player. The first person to put down all his cards in sets of four is the winner.

Encourage the players to ask and answer in sentences: Do you have the letter 'a'? Yes, I do. or No, I don't. Go fishing!

A way of helping beginners to play with those who are more advanced is to place on the table a large paper showing the symbols and words used in the game. If a beginner does not remember how to say what he sees on his card, he can point to it on the paper and another player will tell him what it is.

LESSON 13

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: [b] 2. Write the symbol 'b'. 3. Read and write the word 'bat'.	bat	a. Symbols already learned: a e m p u c i n t b. Oral knowledge of the word 'bat'.

Special Materials

A real baseball bat or a picture of a bat, as on page 3 of Book 14 in Skills of English. If your students associate the word 'bat' with a mouse-like flying mammal, that kind of picture is also satisfactory.

Cards for the words and symbols in Lessons 5 - 13.

Preliminary Review

1. The students identify some symbols and words already learned, including 'mat'

2. The students pronounce a few familiar words containing the sound / b /. Emphasize the sound / b / slightly.

Examples:		
	boy	baby
	big	beaver
	bear	body
	book	bus
	boat	bat

New Work

A. Use a real baseball bat or a picture to elicit the response a bat or It's a bat.

B. Standard Presentation of a New Symbol

1. Introduce the word 'bat' and the new symbol 'b'.

2. Give immediate reading practice, concluding with the word 'bat' in comparison with two or three previously learned words.

3. Demonstrate the printing of the symbol 'b' and the word 'bat', and give immediate supervised practice.

b = down ... up and around.

Call the students' attention to the height of the letter 'b' in relation to all the other letters learned thus far except 't'.

Make sure that the student moves his pencil in the correct direction when forming the round part of the letter.

C. Individual Practice: Suggestions

Select appropriate practice activities already described, and apply them to the new work.

LESSON 14

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: g 2. Write the symbol 'g'. 3. Read and write the word 'gun'.	gun	a. Symbols already learned: a c i n t b e m p u b. Oral knowledge of the word 'gun'.

Special Materials

A picture of a gun; cards for the symbols and words in Lessons 5-14.

Preliminary Review

1. The students identify some symbols and words already learned, including 'nut'.

2. The students pronounce a few familiar words containing the sound / g /. Emphasize the sound / g / slightly.

   Examples

girl	big
go	dog
gas	leg
goose	frog
geese	gun

New Work

A. Oral Reminder

Use a picture to elicit the response a gun or It's a gun.

B. Standard Presentation of a New Symbol

1. Introduce the word 'gun' and the symbol 'g'.

2. Give immediate reading practice, concluding with the word 'gun' in comparison with two or three previously learned words.

3. Demonstrate the printing of the symbol 'g' and the word 'gun', giving immediate supervised practice.

g = around, up ... down and round.

Call the student's attention to the position of the letter 'g' in relation to the line. Compare it with the letter 'p'.

> The letter 'g' sits on the line, but the "tail" hangs down.

C. Individual Practice: Suggestions

Select appropriate practice activities already described, and apply them to the new work.

Remember to use the collections of material that you and the students are building up. Read from the labelled pictures that make up your wall display. Ask the students to read to you, to one another, and to visitors, from their Word Scrapbooks. Use the symbol and word cards in your presentations, supervised practice, and in individual practice sessions, in a variety of ways. Invent new games that the students can play with the cards you have already made, and keep adding new symbols and words as soon as the students learn them. Remember to write the article 'a' with new singular nouns.

LESSON 14A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read, and write from dictation, new words (known orally) by applying knowledge of sound-symbol relationships.	1. bag big	a. Symbols already learned: a e m t b g n u c i p
2. Read, and write with good spacing, noun phrases composed of several words.	2. e.g., a big tin can	b. Oral knowledge of the words selected for reading.

Special Materials

A small bag and a big bag; several other pairs of familiar objects (or pictures of them), one item of which is obviously "big," such as tin cans, pans, cups, pins.

Cards for the symbols and words in Lessons 5-14A; Picture-Word worksheets in the style of Sample #5 (pages 88 and 89).

Preliminary Review

The students identify some symbols and words already learned, including 'gun', 'bat', and 'pin', and write several from dictation.

New Work

A. Oral Reminder

Use the small bag to elicit the response a bag or It's a bag; then show the larger bag to elicit a big bag or It's a big bag.

Repeat the procedure for the other pairs of objects, always beginning with the smaller one.

B. Presentation

Follow the standard procedures for reading a new word by applying one's knowledge.

1. Guide the students in reading the new words by saying their component sounds.

   a. bag
   b. big

2. Guide the students in writing the new words by listening to their component sounds.

3. Ask the students to read some noun phrases that you compose, using words they have learned to read and write.

   Examples

   a big bag
   a big pan
   a big pin
   a big tin can

C. Individual Practice: Suggestions

1. Select appropriate practice activities already suggested, and apply them to the new work.

2. If you have made some worksheets like Sample #5, show the students how to use them thoroughly.

   a. They can practise reading from Side 1, with the pictures to remind them of the meaning.

   b. They can practise reading from the reverse side without pictures, to make sure that they are really reading and not just saying words for the pictures.

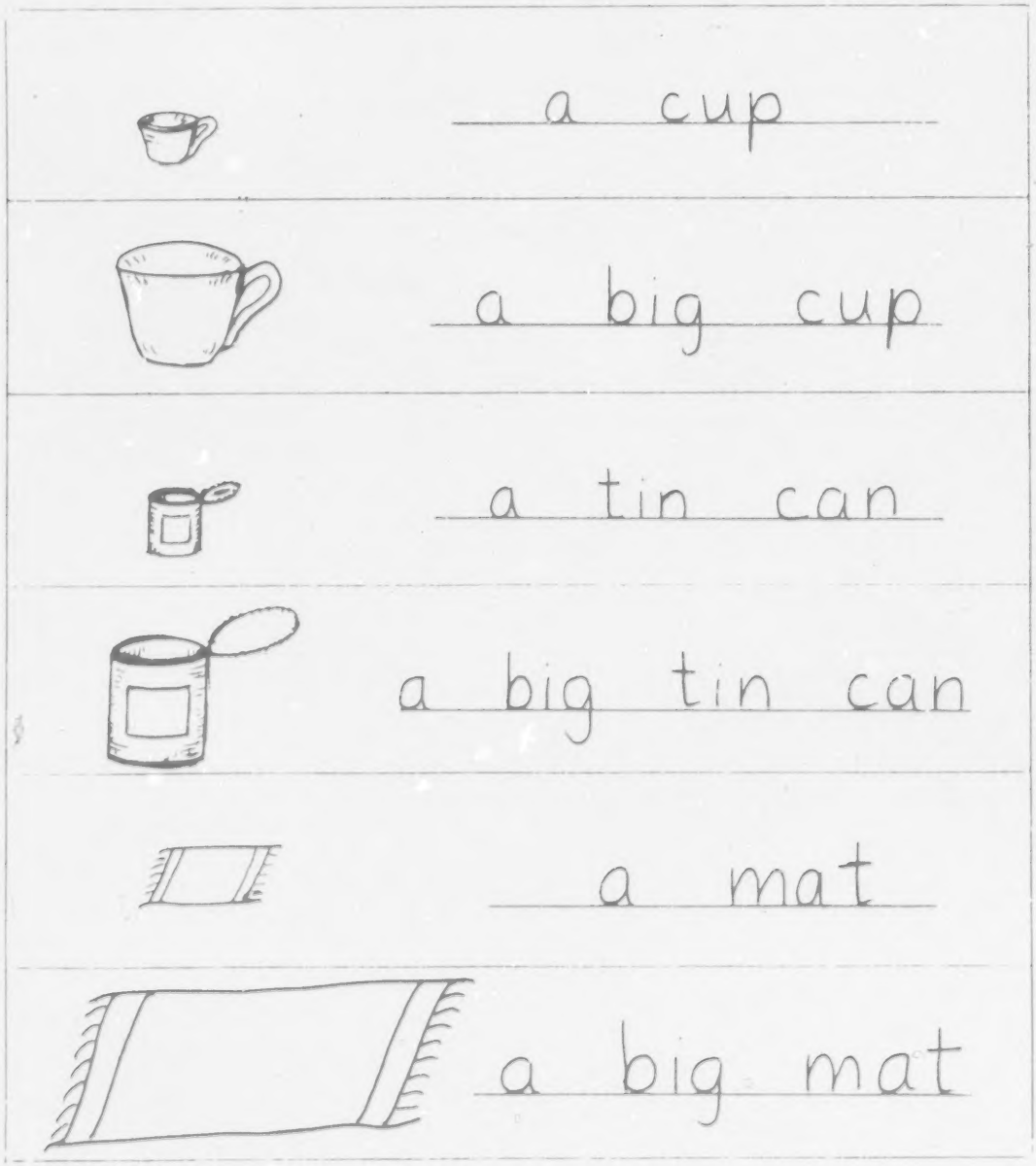
   c. They can cover up the words on Side 1 and try to write a phrase for the picture they see.

   d. Afterwards, they should check their own writing by comparing it with the phrases on the worksheet.

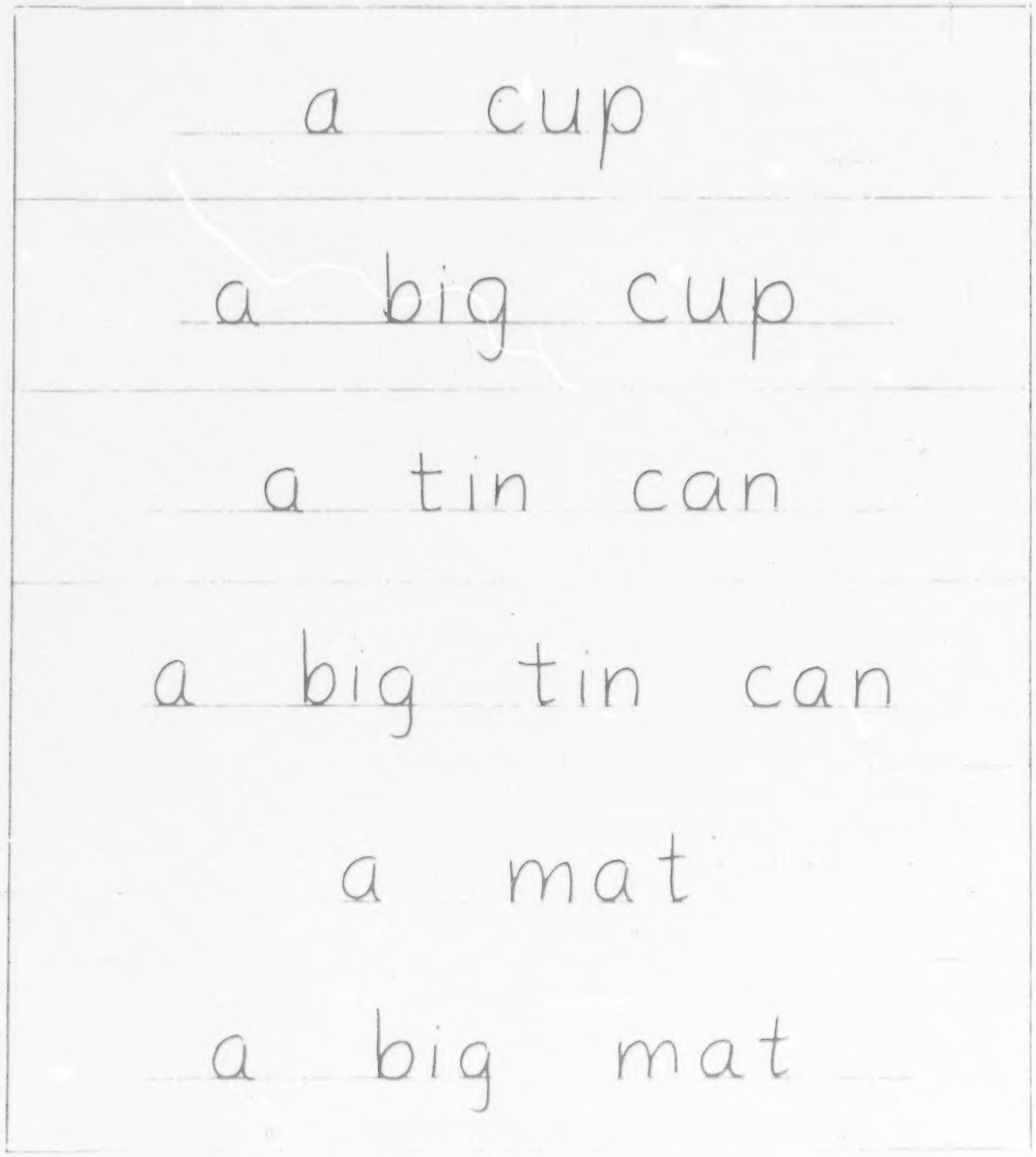
Sample #5, Side 1

Self-Checking Picture-Word Worksheet

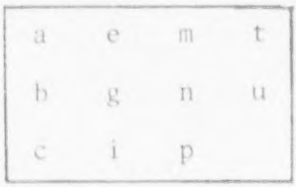
From Lesson 14A onwards.



Sample #5, Side 2



LESSON 15

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: 2. Write the symbol 's'. 3. Read and write the word 'sun'.	sun	a. Symbols already learned:  b. Oral knowledge of the word 'sun'.

Special Materials

The weather calendar used in Fluency First Communication activities, showing the picture-symbol of the sun, or a different picture of the sun, or the opportunity of seeing the sun on a clear day.

Cards for the symbols and words in Lessons 5-15.

Preliminary Review

1. The students identify some symbols and words already learned, including 'gun'.

2. The students pronounce a few familiar words containing the sound / s /. Emphasize the sound / s / slightly.

Examples

sit	moose
say	goose
see	geese
sell	bus
sound	sun

New Work

A. Oral Reminder

Use a picture, or the actual sun in the sky if it is visible, to elicit the sun or It's the sun.

B. Standard Presentation of a New Symbol

1. Introduce the word 'sun' and the symbol 's'.

2. Give immediate reading practice, concluding with the new word 'sun' in comparison with two or three other previously learned words.

3. Demonstrate the printing of the symbol 's' and the word 'sun', and give immediate supervised practice.

s = round ... and round.

Students who have difficulty in learning the direction of the curves may get help from tracing some letters that you have printed on their papers.

C. Individuals Practice: Suggestions

Select appropriate practice activities from t ose already suggested, and apply them to the new work.

Do not let the students say or write the article 'a' before the word 'sun'.

LESSON 15A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read, and write from dictation, new words (known orally) by applying knowledge of sound-symbol relationships.	e.g., bus gas sit sat us	a. Symbols already learned: a e m s b g n t c i p u b. Oral knowledge of the words selected for reading, including the use of the "Simple Past Tense" if 'sat' is selected.

Special Materials

Pictures from the Skills of English books to illustrate the words selected for reading; cards for the symbols and words in Lessons 5-15A.

Preliminary Review

The students identify some symbols and words already learned, including 'sun', and write a few from dictation.

New Work

A. Oral Reminder

Use pictures from Skills of English Book 2 to elicit responses such as a bus and a gas station.

Instructions for several students to sit in different places, followed by the question Where did (he/she) sit? Tell us, after their return to their usual places, will provide a reminder of the use of the verb forms sit and sat.

The word sat should not be introduced for reading practice if the students have not yet learned to use the "Simple Past Tense."

B. Presentation

1. Guide the students in reading the new words by saying their component sounds.

2. Guide the students in writing the new words by listening to their component sounds.

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

Practice in writing the symbol 's' easily and well should have priority, as the students will soon be using that letter very often for writing noun plurals and the first sentence pattern.

LESSON 16

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: I 2. Write the symbol 'I'. 3. Read and write the contraction 'It's' including the apostrophe. 4. Read and write a complete sentence.	It's a (bus).	a. Symbols already learned: a e m s b g n t c i p u b. Oral knowledge of the sentence pattern It's a (bus). c. Ability to read and write the nouns used as substitutions in the sentence pattern.

Special Materials

Pictures in the wall display; cards for the symbols and words in Lessons 5-16; Slotted Pattern-Substitution Cards, as illustrated in Sample # 6 (pages 98 and 99).

Preliminary Review

The students identify some symbols and words already learned, including 'it' and 'sit'.

New Work

A. Oral Reminder

Use some pictures in the wall display and any familiar objects present in the classroom to elicit:

a. the singular noun (e.g., bus)
b. the noun preceded by the article 'a' (e.g., a bus)
c. a sentence in the pattern It's a (bus).

B. Presentation

1. Introduce the new reading work by building up a sentence backwards.

Example Language

Read this word. (Write, for example, 'bus'.)
Read these two words. (Add the article 'a' before 'bus'.)
Now look at this sentence. (Add the word 'It's' before 'a bus'.)
This word is 'It's'.
Look at the first letter. (Point to it.)
What sound does that letter make? _____.
That letter is a capital 'i'. (Remember to say the sound, not the letter name.)
These two letters make the same sound. (Write the symbols 'i' and 'I'.)
The word 'it' and the word 'It' are the same word. (Write 'it' and 'It'.)

Look at the word 'It' again. (Write it.)
Now read it. (Add an 's' to the end, leaving a small space for the apostrophe.)
Look at this small mark, up here. (Add the apostrophe.)
Now read this sentence. (Point to the original sentence It's a bus, and have it read several times.)

2. Give immediate reading practice.

a. A convenient method is to have the students read a singular noun on a word card, to place that card over the word 'bus' in the practice sentence, and then to have the new sentence read.

Ask questions, such as How many words are there in this sentence? and What's the (second) word?

b. Another convenient method is to use the card showing the word 'It's' and place it in front of the words 'a (man)' on all the wall displays, etc., in the room. The entire sentence is then read each time.

3. a. Demonstrate the printing of the capital 'I' and the word 'It's' and give immediate supervised practice.

I = down. across; across.

Remind the students to put in the small mark (apostrophe) between the 't' and the 's'.

b. Introduce the writing of a complete sentence. Call the student's attention to the dot on the line at the end of the sentence (the period).

Example Language

This is a sentence.
Begin a sentence with a capital letter.
End a sentence with a dot.

Supervise the students' practice in writing two or three sentences in this pattern. Check these features in particular:

- capital 'I';
- apostrophe in the word 'It's';
- good spacing between words;
- a period at the end, on the line.

C. Individual Practice: Suggestions

1. A great deal of reading practice can be achieved, in a way that usually interests the students, by using Slotted Pattern - Substitution Cards, as illustrated in Sample #6.

Show the students how to use it effectively by first reading every available sentence and then copying each one. Show that after they have completed one substitution card, they can get another one and use it in the pattern card.

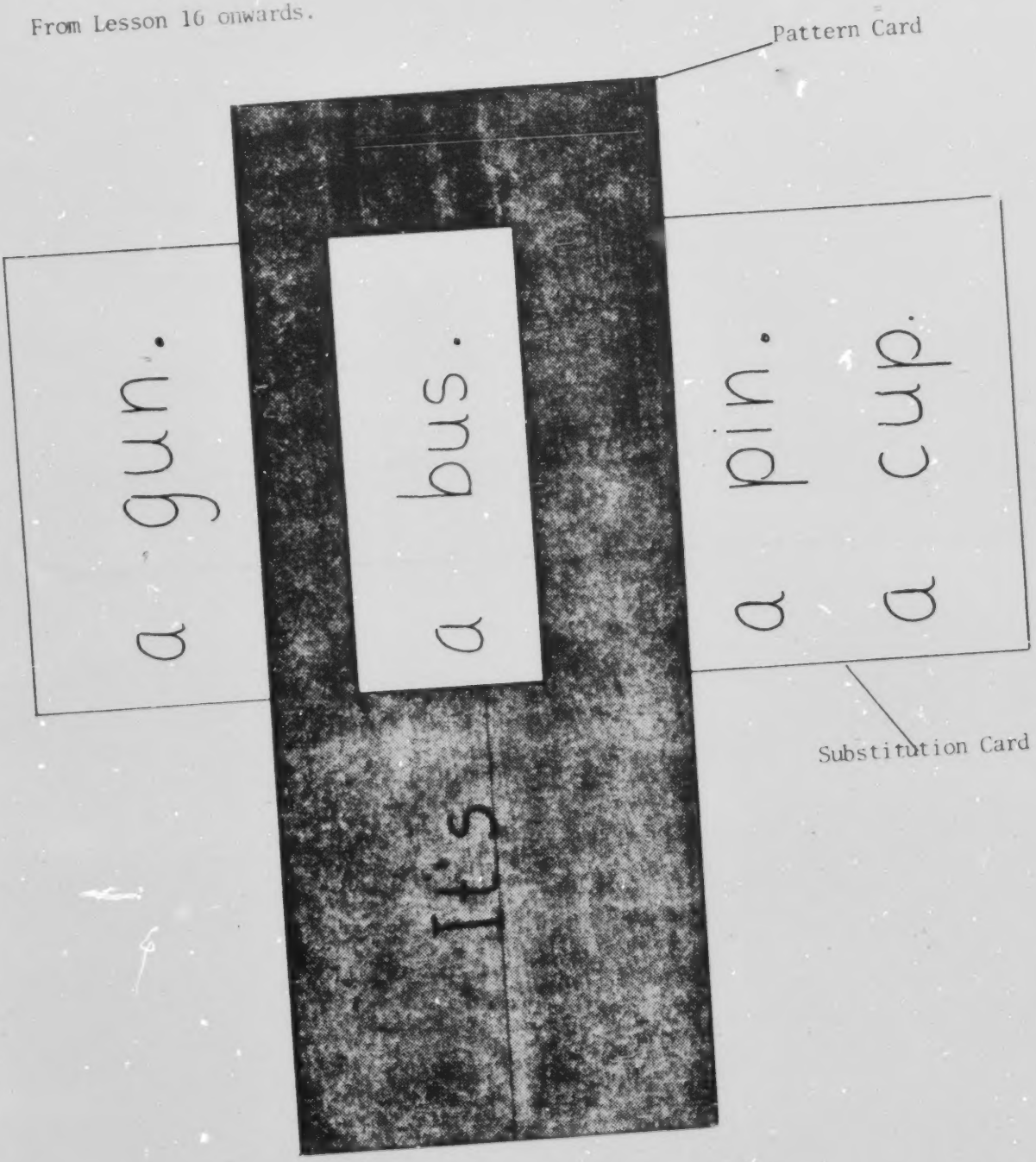
2. Some students may want to begin a "Sentence Scrapbook." This may be similar to the Word Scrapbook, except that a complete sentence is written about each picture, or the pictures may be smaller so that several picture-sentence combinations are included on one page.

3. Students who are able to do so should read and write extended sentences in this pattern, such as It's a tin can, It's a big tin can, and so on. Print sentences like these on a worksheet, to be used by students who read and write the shorter sentences easily.

Sample #6.

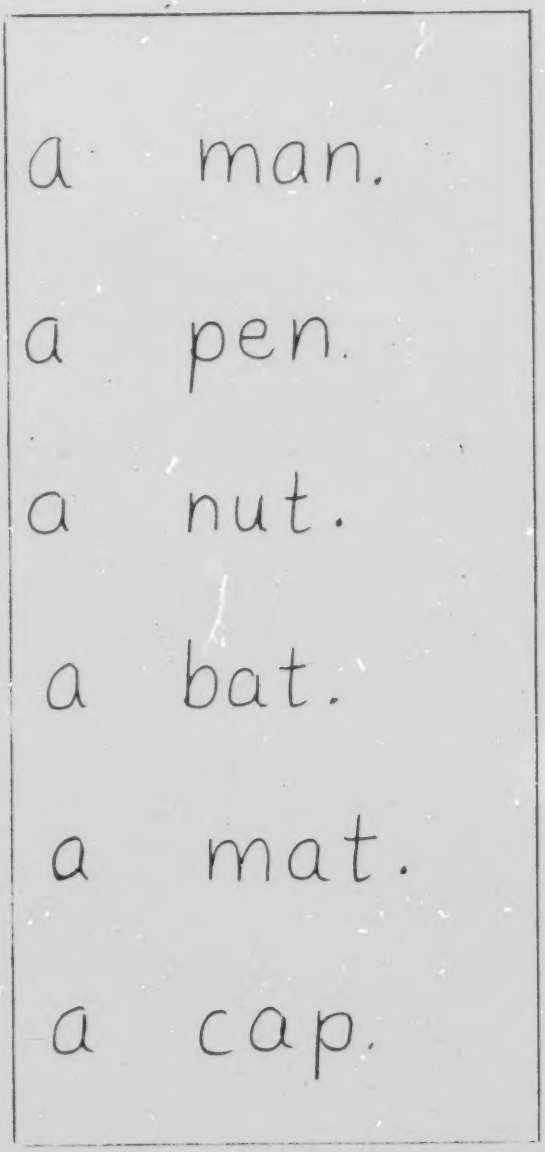
Slotted Pattern-Substitution Card.

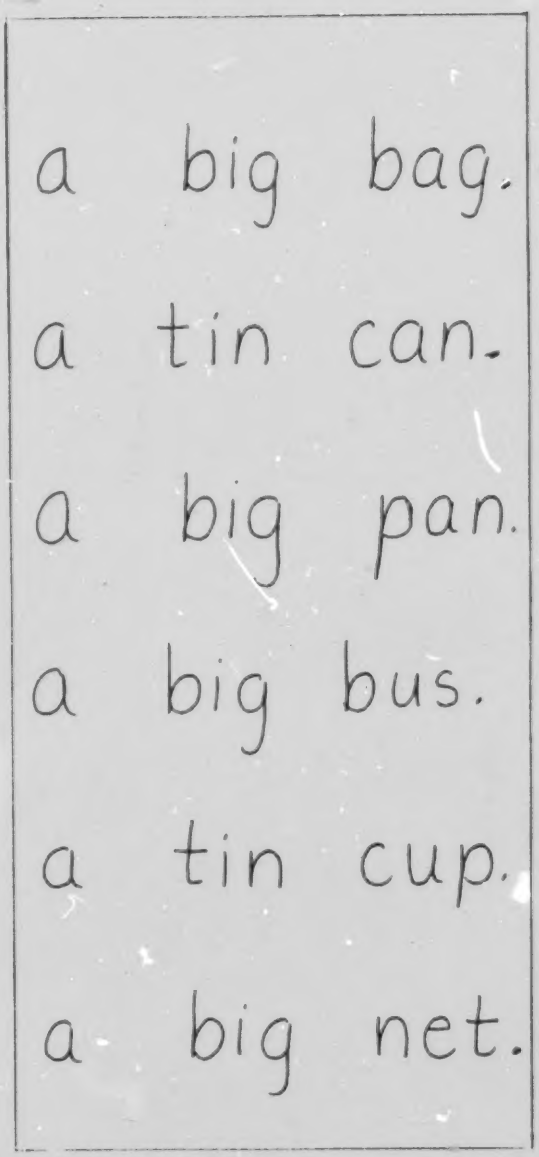
From Lesson 16 onwards.



Sample #6, continued.

Examples of extra substitution cards.





LESSON 17

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: [d] 2. Write the symbol 'd'. 3. Read and write the word 'bed'.	bed	a. Symbols already learned: a e I p u b g m s c i n t b. Oral knowledge of the word 'bed'.

Special Materials

A picture of a bed; cards for the symbols and words in Lessons 5-17.

Preliminary Review

1. The students identify some of the symbols already learned and read sentences by combining the card that shows 'It's' with some known words preceded by the indefinite article 'a' (e.g., It's a bus.)

2. The students pronounce few familiar words containing the sound / d /. Emphasize the / d / sound slightly.

Examples

dog	red
do	head
door	and
duck	hand
dive	bed

New Work

A. Oral Reminder

Use the picture to elicit bed, a bed, and It's a bed.

B. Standard Presentation of a New Symbol

1. Introduce the word 'bed' and the symbol 'd'.

2. Give immediate reading practice, concluding with the word 'bed' in comparison with two or three previously learned words.

Include the symbols 'b' and 'd' many times in the reading practice so that the students become familiar with the difference.

3. Demonstrate the printing of the symbol 'd' and the word 'bed', and give immediate supervised practice.

d = around, up ... and down.

If you have helped your students to write the symbol 'b' by making the long downward stroke first, a formation which is very different from this formation of 'd' that begins with the curve, they are not likely to be confused about the writing of 'b' and 'd'.

C. Individual Practice: Suggestions

Select appropriate practice activities from the previous lessons, and apply them to the new work.

Continue some work on reading and writing sentences.

LESSON 17A

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read, and write from dictation, a new word (known orally) by applying knowledge of sound-symbol relationships. 2. Read and write phrases composed of two parts joined by and.	and	a. Symbols already learned: a d i n t b e I p u c g m s b. Oral knowledge of the use of 'and' to join words or phrases. c. Ability to read and write the other words used in the phrases.

Special Materials

Pictures or real objects to illustrate some of the words used in reading; cards for the symbols and words in Lessons 5-17A.

Preliminary Review

The students identify some symbols and words already learned, including 'bed', and write several from dictation.

Include in the dictation one sentence, such as It's a bed.

New Work

A. Oral Reminder

Use two different objects (or pictures) together, to elicit a response in the pattern a (cup) and a (pan). Repeat with several pairs of objects or pictures.

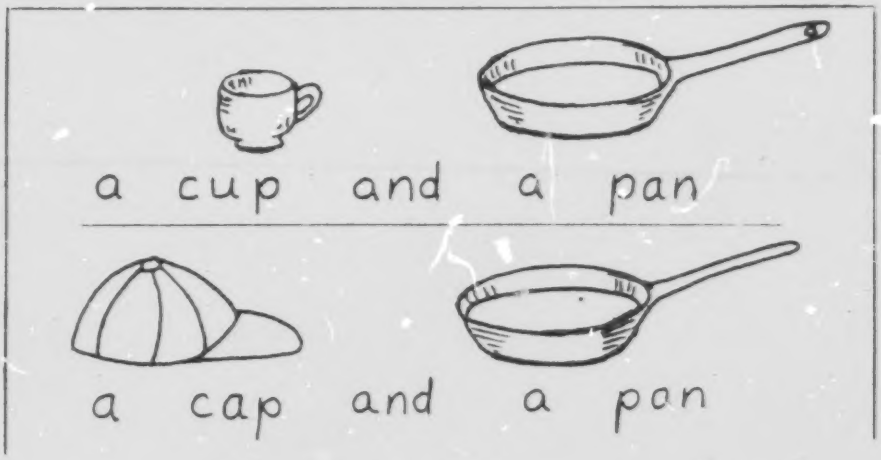
B. Presentation

1. (a) Guide the students in reading the new word 'and' by saying its component sounds.

(b) Give immediate practice in reading phrases with the word 'and'.

Enlist the students' participation in this practice. Ask them to label (either by writing or by finding the correct word card) two pictures (or objects). Then place the card for the new word 'and' between the two labels and have the whole phrase read.

Your chalkboard, flip chart, or flannelboard would then look something like this.



2. Guide the students in writing the new word 'and' and several pairs of nouns joined by the word 'and'.

Be sure that the students are maintaining good spacing between words, a good relation between tall and short letters, and the correct position of letters on the line.

C. Individual Practice: Suggestions

1. Select appropriate practice activities from those already described, and apply them to the new work.

2. If you can, prepare a Self-Checking Picture-Word Worksheet in the style of Sample #5, with a pair of pictures. Thus, not only will the students have the usual reading and writing practice; they will also be compelled to pay very close attention to the parts of a situation and the parts of a printed phrase. The phrase a cup and a pan is different from a cap and a pan, and a student of reading and writing must learn to pay attention to these "small" differences.

LESSON 18

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: [h]	1-3. hat	a. Symbols already learned: a d i n t / b e I p u / c g m s
2. Write the symbol 'h'.		
3. Read and write the word 'hat'.		b. Oral knowledge of the words 'hat' and 'had' and the use of the "Simple Past Tense."
4. Read and write a new word by applying knowledge of sound-symbol relationships.	4. had	

Special Materials

A (picture of a) hat; cards for the symbols and words in Lessons 5-18.

Preliminary Review

1. The students identify some symbols and words already learned, including 'bat' and 'mat'.

2. The students pronounce a few familiar words that begin with the / h / sound. Emphasize the breathiness of the / h / sound slightly.

Examples

hand	hop
hair	hit
head	had
have	husband
house	hat

New Work

A. Oral Reminder

Use a real hat, or a picture of a hat, to elicit the response a hat or It's a hat.

Ask several students to hold a small object or one of the word cards, and let everyone see clearly what he is holding. Then collect the items and ask the question What did (Tom) have?, to elicit the response (He / She) had (a hat / the word 'bus' / ...).

B. Standard Presentation of a New Symbol

1. Introduce the word 'hat' and the symbol 'h'.

2. Give immediate reading practice, concluding with the word 'hat' in comparison with several other previously learned words.

   Include the letters 'b' and 'n' in the practice several times so that they can be differentiated from the letter 'h'.

3. Demonstrate the printing of the symbol 'h' and the word 'hat', and give immediate supervised practice.

   h = down ..., up and over

   Call the students' attention to the height of the letter 'h', comparing it with 'b', 'd', and 't'. Compare the letter 'h' also with the letter 'n'; if the first downward stroke is not longer than the curved part, the letter 'h' will look like the letter 'n'.

4. Guide the students in reading the new word 'had', by replacing the letter 't' of 'hat' with the letter 'd'.

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

LESSON 18A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read new words by adding an initial consonant to a word that has already been learned. 2. Write the new words from dictation in the same way.	h + and = hand h + it = hit	a. Symbols already learned: a d h m s b e i n t c g I p u b. Oral knowledge of the words 'hand' and 'hit'. c. Ability to read and write 'and' and 'it'.

Special Materials

Cards for the symbols and words in Lessons 5-18A.

Preliminary Review

The students identify some symbols and words already learned, including 'and' and 'it', and write several from dictation.

New Work

A. Oral Reminder

Refer to your own hand or the students' hands to elicit the response hand, or my hand, or It's my hand. Use the word hit in several instructions, such as Hit the table or Hit the table with your hand.

B. Presentation

1. Guide the students in reading a new word by building on a known word it contains.

   a. 'hand'

   Example Language

   > Read this word. (Show the word 'and'.)
   > What sound does this letter make? (Show the symbol 'h'.)
   > Say that sound before the word 'and'. (Place the letter 'h' in front of the word 'and'.)
   > Now read this new word. _____ hand.
   > Read these words. (Cover and uncover the letter 'h'.) and ... hand ... and ...hand.

   b. Repeat the procedure for the word 'hit'. Begin with the word 'it'.

2. Guide the students in writing the new words by listening to their component sounds.

   Example Language

   > Let's write the new words. (Remove the words 'hand' and 'hit' from the board or chart.)
   >
   > First, write the word 'it'. (Pronounce the sounds separately if necessary.)
   >
   > Now write the letter 'h' at the beginning of the word 'it'. (Check the students' work immediately to make sure that they have written the letter 'h' at the beginning.)
   >
   > Read the word. _____ hit.
   >
   > Write the word 'and'.
   >
   > Now write the letter 'h' at the beginning of the word 'and'.
   >
   > Read the word. _____ hand.

3. Write some of the following words on the board, one by one, and ask the students to tell you the short word inside. Draw a circle around it.

m(a t)	b(u s)	h(a n d)
t(i n)	s(i t)	h(i t)
c(u p)	s(a t)	
b(a t)	h(a t)	

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

LESSON 19

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: o 2. Write the symbol 'o'. 3. Read and write the word 'dog'.	dog	a. Symbols already learned: a d h m s b e i n t c g I p u b. Oral knowledge of the word 'dog'.

Special Materials

A picture of a dog; cards for the symbols and words in Lessons 5-19.

Preliminary Review

1. The students identify some symbols and words already learned, including 'bed' and 'big', and read several sentences in the pattern It's a (bag).

2. The students pronounce a few familiar words that contain the vowel sound of the word 'dog'. (Select only those words that the students know.)

Examples

hop	dot
mop	stop
top	on
pot	frog
not	dog

New Work

A. Oral Reminder

Use a picture to elicit the response dog, a dog, or It's a dog.

B. Standard Presentation of a New Symbol

1. Introduce the word 'dog' and the symbol 'o'.

2. Give immediate reading practice, concluding with the word 'dog' in comparison with two or three previously learned words.

   Include the letter 'a' in the practice several times so that the letter 'o' can be differentiated from the letter 'a'.

3. Demonstrate the printing of the letter 'o' and give immediate supervised practice.

   o = around and around

   Be sure that the students move their pencils in the correct direction to form this letter.

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

LESSON 19A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read, and write from dictation, new words (known orally) by applying knowledge of sound-symbol relationships.	e.g., mop top dot pot on	a. Symbols already learned: a e I p b g m s c h n t d i o u b. Oral knowledge of the words selected for reading.

Special Materials

Pictures or real objects to illustrate nouns, such as mop and pot; cards for the symbols and words in Lessons 5-19A; a set of Word Bingo cards in the style of Sample # 7 (pages 116 and 117).

Preliminary Review

The students identify some symbols and words already learned, including 'dog', and write several from dictation.

New Work

A. Oral Reminder

Use real objects or pictures to elicit responses such as a mop and It's a pot. Use the letter 'i' or the period at the end of a sentence to elicit a dot. Talk about the top of objects, such as a mop, a pot, a table, or a page. Put various objects on others.

B. Presentation

1. Guide the students in reading the new words by saying their component sounds. (It is not necessary to use all these words.)

   a. mop
   b. top
   c. pot (Show that 'p' and 't' "change places.")
   d. dot
   e. on

2. Guide the students in writing the new words by listening to their component sounds.

C. Individual Practice: Suggestions

1. Select appropriate practice activities from those already described, and apply them to the new work.

2. Play Word Bingo. It is now possible to have very realistic games, with the words arranged in five columns according to the five basic vowel sounds. Sample #7 on pages 116 and 117 shows arrangements for two cards that might be made for use at the end of this lesson. It is also necessary to have a set of word cards for the Reader to draw from and a quantity of small "counters" for covering up the words that have been called.

   A list of words that are available for Word Bingo by the end of Lesson 19A follows this lesson.

   Students who have been playing Vocabulary Bingo or Number Bingo during Communication activities, or students who were already avid Bingo players before entering the Fluency First course will need no introduction to the game. The instructor can sit beside anyone who does not know how to play and give him some guidance at first.

   Train the students who act as Readers to refer to the column in which a word is located by saying the sound of the letter.

   Example Language

   ... under the 'a', 'gas'.
   ... under the 'o', 'dot'.

This realistic Bingo approach will help both Reader and players to pay attention to the vowel sounds and recognize their symbols.

The students may be slow at first in finding the words. The Reader should not proceed too fast.

Word Bingo

List of words that may be available for Word Bingo by the end of Lesson 19A.

a	e	i	o	u
and	bed	big	dog	bus
at	end *	hit	dot	but *
bag	men	in	got *	cup
bat	net	it	hot *	cut
camp	pen	pin	mop	gun
can	ten	tin	not *	nut
cap		sit	on	sun
gas			pot	up
had			top	us
hand				
hat				
man				
mat				
pan				
sat				

* These words have not been specifically mentioned in the reading lessons thus far, but the students have the knowledge that is necessary to deal with them.

Sample #7

Word Bingo.

Examples of two cards that can be made at the end of Lesson 19A.

a	e	i	o	u
man	net	it	mop	cup
at	men	tin	dot	nut
bat	end	big	pot	bus
gas	pen	hit	on	us
hand	bed	pin	top	gun

Sample #7, continued.

a	e	i	o	u
pan	pen	hit	top	up
cap	bed	pin	dog	cut
bag	ten	in	got	sun
and	net	it	not	cup
camp	end	sit	on	bus

LESSON 20

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read, as a sight-word, the article 'the' as part of a noun phrase. 2. Write the article 'the' as part of a noun phrase.	e.g., the man the ten men the big tin can	a. Symbols already learned: a e I p b g m s c h n t d i o u b. Oral knowledge of the pronunciation of the and its use before a noun. c. Ability to read and write the other words in the noun phrases.

Special Materials

Pictures or objects to illustrate at least ten of the words learned in Lessons 5-19A; cards for the words and symbols in Lessons 5-20. Be sure to have at least one separate card for the new sight-word 'the'.

Preliminary Review

The students identify many of the symbols and words already learned.

New Work

A. Oral Reminder

The students say the words for the pictures or objects you have collected. Give a model, such as man, so that the noun is said by itself.

Begin again with a model, such as a man, so that the indefinite article 'a' is spoken before each noun.

Begin again with a clearly spoken model, such as the man, so that the definite article 'the' is spoken before each noun. Encourage the students to say the article very clearly.

B. Presentation

1. Introduce the definite article 'the'.

Example Language

> Read this word. (Show the card for 'man'.)
> Now look. (Add the card for the article 'the', leaving a clear space between the article and the noun.) the man.
> Read these two words: the man _____.

Repeat the procedure for three other nouns. Then continue with at least ten more nouns, but try to get the students to read the two words without your help.

2. Give immediate reading practice, from a list that shows many nouns preceded by 'the' but includes a few nouns by themselves and a few nouns preceded by the indefinite article 'a'.

Example

the man	the pan	bus
the men	the mop	a bus
the dog	a hat	the bus
the cup	a bed	gun
cup	the top	the pen
a cup		

3. Add a brief practice in reading longer phrases such as the big box, the ten men, the big tin can.

4. Demonstrate the printing of the article 'the', and give immediate supervised practice in writing 'the' with a noun.

   Emphasize the importance of spacing. Insist on a small space between the article and noun, and a wider space before the next article and noun.

C. Individual Practice: Suggestions

1. Give the students the word cards that show nouns and ask them to write a line of each word, preceded by the article 'the', on their practice papers. When a student finishes a line, he can trade his card for another student's card and continue.

2. Continue with other appropriate practice activities described in previous lessons.

LESSON 21

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read and write the plural of a noun, the singular of which: a. can be read by the student; b. ends in an unvoiced consonant; c. is regularly made plural by the addition of the letter 's'.	e.g., 1 cup 2 cups	a. Symbols already learned: a e I p b g m s c h n t d i o u b. Oral knowledge of forming a noun plural by the addition of the sound /s/. c. Ability to read and write the singular nouns selected for use in this lesson.

Special Materials

At least three sets of several similar objects, such as cups, caps, hats, nuts; word cards for the singular nouns selected for practice; letter and number symbol cards from Lessons 1 - 19. Worksheets in the style of Sample #8 (pages 124 and 125) are useful.

CAUTION

Be careful to select for this work only those nouns that end in the consonant letters 'p' and 't'.

The students have not yet learned to read the other unvoiced consonants or consonant combinations ('f', 'k', 'ch', 'sh', 'th'); and nouns that already end in the letter 's' are not made plural in the way practised by this lesson.

Although a singular noun that ends in a voiced consonant (e.g., dog) is regularly made plural in writing by the addition of the letter 's', that letter is pronounced with the voiced sound / z / rather than the unvoiced sound / s /.

Preliminary Review

The students identify the singular nouns ending in 'p' and 't', which they have learned to read, and write several from dictation.

Example:	net	nut
	mat	bat
	cap	hat
	camp	mop
	cup	dot
	cat	pot

New Work

A. Oral Reminder

Use the objects to elicit the responses one (cup), (three) (cups).

In your own speech, emphasize slightly both the singular ending and the plural ending, and encourage the students to do the same.

B. Presentation

1. Introduce 's' as a plural ending.

Enlist the students' help in labelling the objects with a number card and a word card. Spread the cards out so that the students can scan them quickly.

Example Language

a. (cups)

What's this? _____ a cup
Find the word card for 'cup'. (Put the word where it can be seen.)
How many cups? _____ one.
Find the number card for '1'. (Put the number in front of the word 'cup'.) 1 cup.

Now, how many cups? (Add a second cup.) _____ two.
two cups.
Find the number card for '2'. (Put the number '2' in front of the word 'cup' and remove the number '1'.)
Listen. *2 cup. Is that right? What should we say?
_____ two cups.
What's the last sound of the word 'cups'? _____ / s /
Find the letter card for that sound. (Put the letter 's' at the end of 'cup.')
Now read it. _____ 2 cups.

Write on the board '1 cup - 2 cups'.

b. Repeat the procedure with at least one other noun.

2. Give immediate reading practice.

a. Have the students read the singular noun on a word card and then read the plural as you add the letter card showing 's' to the end.

b. Have the students read some of the singular and plural nouns from the chalkboard in random order.

3. Ask the students to write several examples of the singular and plural forms of a noun, preceded by a number symbol.

Examples: 1 cap 3 caps
1 nut 8 nuts

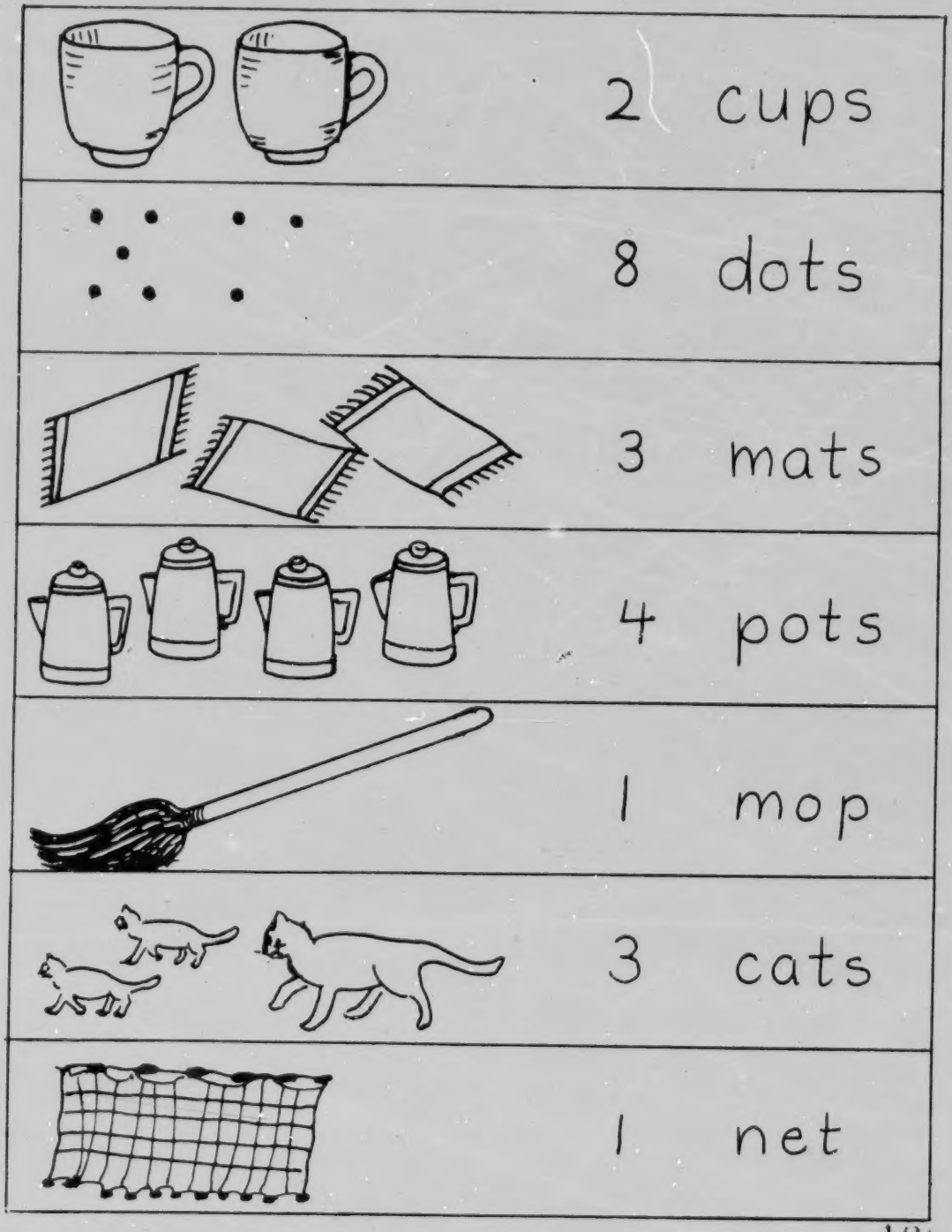
C. Individual Practice: Suggestions

1. The students need to have a great deal of practice in reading singular and plural nouns so that they will learn to pay attention to the endings of printed words. Simple reading worksheets, with no pictures, are useful.

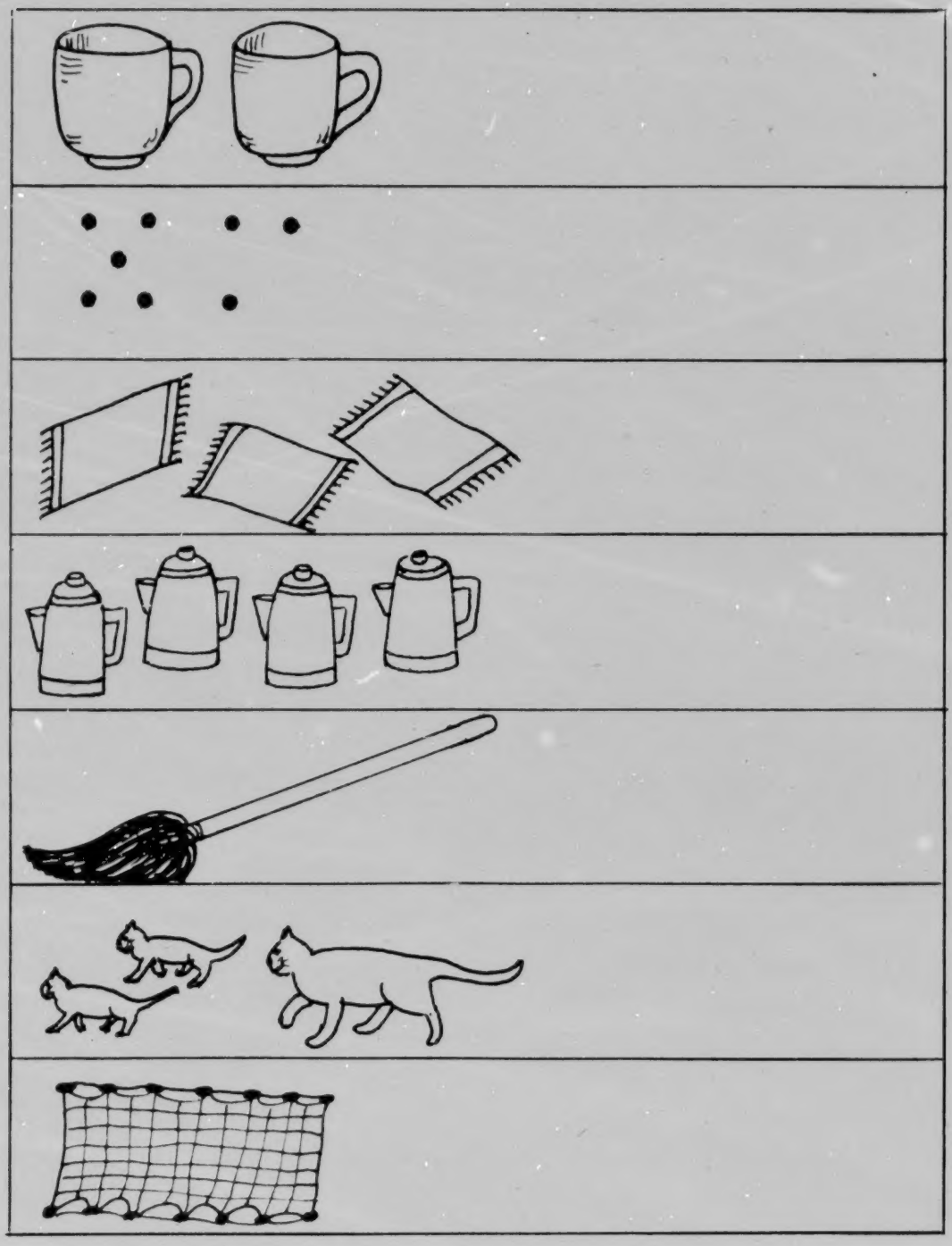
2. Individual Picture-Word worksheets, in the style of Sample #8 can provide self-checking reading and writing practice.

3. Plural pages may be added to the Word Scrapbooks. Each page should show only one kind of item, such as caps, and be labelled with the number as well as the plural noun.

Sample #8, Side 1.
Self-Checking Picture-Word Worksheet
Plural nouns.
From Lesson 21 onwards.



Sample #8, Side 2.



LESSON 22

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: [l] 2. Write the symbol 'l'. 3. Read and write the word 'leg.'	leg	a. Symbols already learned: a e I p b g m s c h n t d i o u b. Oral knowledge of the word 'leg.'

Special Materials

A picture, such as the one on page 10 of Book 2 in Skills of English, that shows the human body; cards for the words and symbols in lessons 5 - 20.

Preliminary Review

1. 1. The students identify some symbols and words already learned, including the symbols 'g' and 'e'.

   Include also a little practice in reading plural nouns which you show by adding the card for the letter 's' to the end of a card showing a singular noun.

   2. The students pronounce a few familiar words containing the sound / l /. Emphasize the / l / sound slightly.

   Examples:

look	girl
long	tall
light	bill
listen	small
like	leg

New Work

A. Oral Reminder

Ask a question, such as What part of the man's body is this?, to elicit the response leg, or his leg, or It's his leg.

B. Standard Presentation of a New Symbol

1. Introduce the word 'leg' and the symbol 'l'.

2. Give immediate reading practice, concluding with the new word 'leg' in comparison with two or three previously learned words.

3. Demonstrate the printing of the symbol 'l' and the word 'leg', and give immediate supervised practice.

i = down ...

Emphasize the height of the letter as you demonstrate. Compare the height of 'l' with that of the letters 'b', 'd', 'h', 't', and capital 'I'.

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

LESSON 22A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read, and write from dictation, new words (known orally) by applying knowledge of sound-symbol relationships.	e.g., lamp lot last	a. Symbols already learned: a e I o u b g l p c h m s d i n t b. Oral knowledge of the words selected for reading.

Special Materials

A page from a mail order catalogue showing a display of lamps; cards for the symbols and words in Lessons 5 - 22A.

Preliminary Review

The students identify some symbols and words already learned, including 'leg', and write several from dictation.

New Work

A. Oral Reminder

Use a catalogue page to elicit the responses lamp, lamps, and a lot of lamps.

B. Presentation

1. Guide the students in reading the new words by saying their component parts.

   Take advantage of this opportunity to use the phrases the last letter and the last sound before you present the word 'last' for analysis.

   a. lamp (+ lamps)
   b. lot
   c. last

2. Guide the students in writing the new words by listening to their component sounds.

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

Include some sentence practice, incorporating the new work that the students have been learning.

Examples: It's a lamp.
It's a big lamp.
It's the last lamp.

LESSON 23

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read and write prepositional phrases and sentences that contain prepositional phrases.	a. in on at b. e.g., - in the cup; - a pen in a cup. c. e.g., - It's at the top. - It's a pen in a cup.	a. Symbols already learned: a e I o u b g l p c h m s d i n t b. Oral knowledge of the use of prepositional phrases. c. Ability to read and write the other words used in the phrases and sentences.

Special Materials

Objects, such as a cup, cap, hat, pen, pin, and bag, that can be placed in different relative positions; any book from Skills of English; cards for the symbols and words in Lessons 5 - 22A; some cards showing prepositional phrases; Picture-Phrase worksheets in the style of Sample #9 (pages 134 and 135).

Preliminary Review

The students identify some symbols and words already learned, including 'in', 'on' and 'at'.

New Work

A. Oral Reminder

Place the objects in different relationships to one another in

order to elicit oral responses in phrases or sentences.

Example Language

Where's the (cap)?	... in the (bag).
	... It's in the (bag).
Where's the pen?	... It's in the cup.
	... It's on the cup.
What's this?	... a pen in a cup.
	... It's a pen in a cup.
Is the picture of a (boat) at the top or the bottom of this page?	... at the top.
	... It's at the top.

B. Presentation

1. Introduce the reading of prepositional phrases.

Enlist the students' help in labelling the objects. Spread the word cards out so that the students can scan them quickly. You can write the words on the board or place the word cards in position where the students can see them.

Example Language

a. (Place a pen in a cup.)

What's this? (Touch the pen.) _____ a pen.
Find the card(s) for 'a pen'.
Read these words. _____ a pen. (Put the cards in position or write the words on the board.)
What's this? (Touch the cup.) _____ a cup.
Find the card(s) for 'a cup'.
Read these words. _____ a cup. (Write them.)
Where's the pen? _____ It's in a cup.
Find the card for the word 'in'.
Read this word. _____ in. (Write 'in' between 'a pen' and 'a cup'.)
Now read all these words. _____ a pen in a cup.

b. Place the pen across the top of the cup and repeat the procedure to produce a pen on a cup.

c. Repeat the procedure, giving a gradually diminishing amount of help, for another pair of phrases, such as a hat in a bag and a hat on a bag.

2. Give immediate reading practice.

Example:	in	at
	in a cup	at the top
	in a bag	on a hat
	on	in the hat
	on a bag	a cup on a bag
	on the bag	a cap on the bag
	... etc.	

Help the students to read a phrase as a thought-group, in good rhythm, just as they learned to speak the phrases rhythmically.

3. Ask the students to write several examples of the phrases. Check their work immediately to ensure that the spacing between words is good.

C. Individual Practice: Suggestions

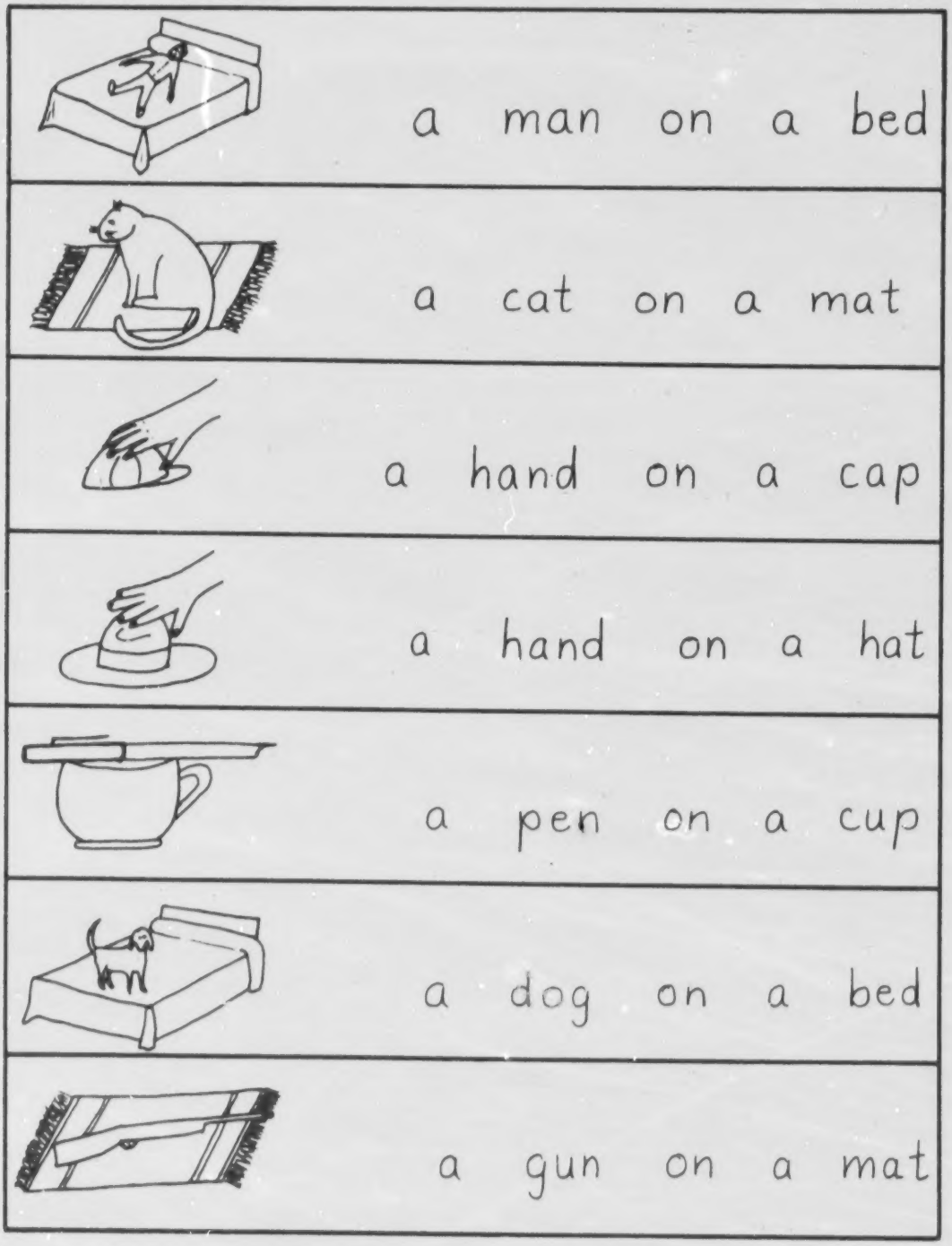
1. The students need to have a great deal of practice in reading prepositional phrases, and sentences that contain the phrases, so that they read accurately and pay attention to detail. Simple reading worksheets, with no pictures, are useful for this purpose.

2. Worksheets in the style of Sample #9, provide very helpful self-checking reading and writing practice.

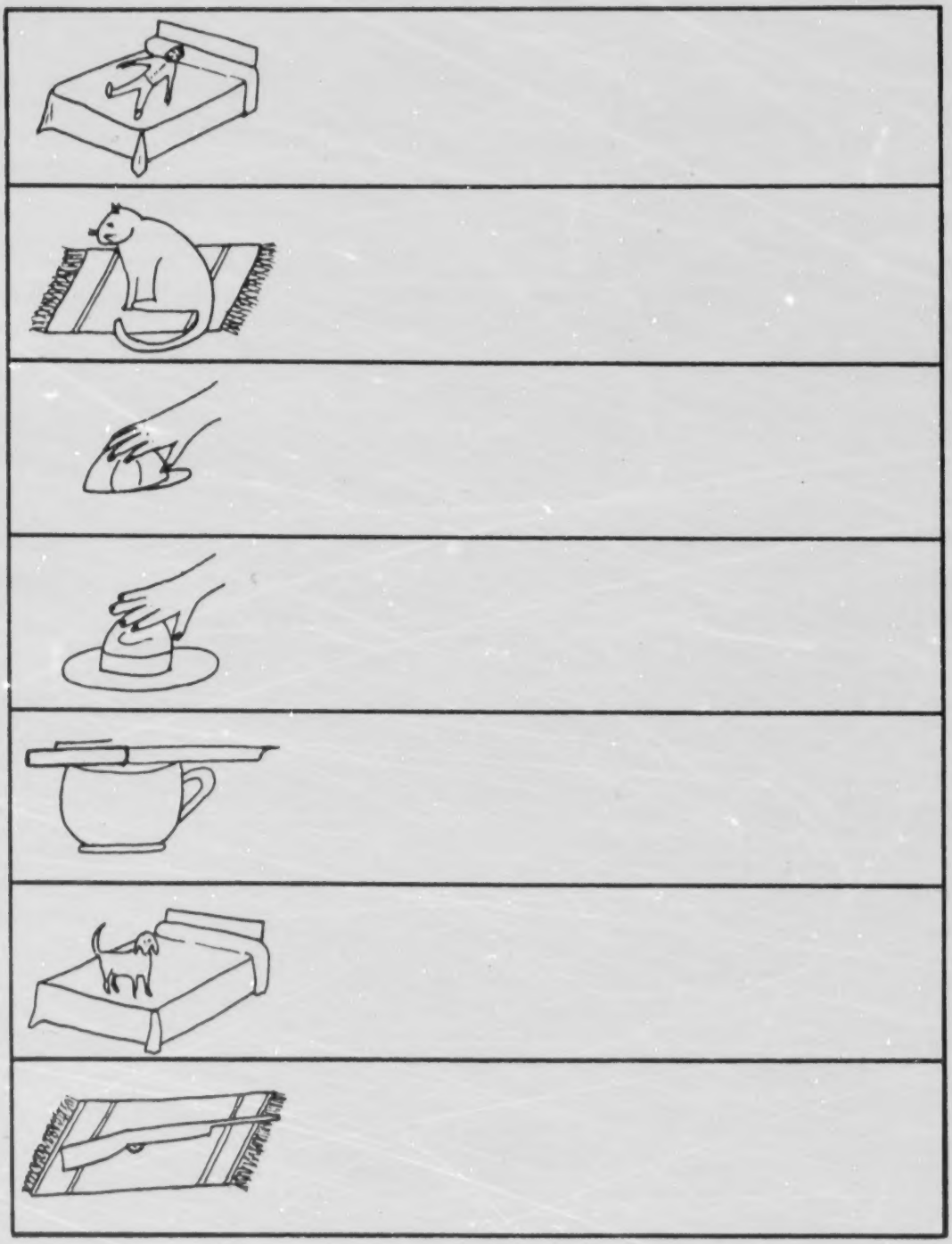
3. Include some practice of sentences that contain these phrases, especially for those students who can write the short phrases easily and quickly.

   Example: It's the last cup in the bag.

Sample #9, Side 1.
Self-Checking Picture-Phrase Worksheet.
Prepositional phrases.
From Lesson 23 onwards.



Sample #9, Side 2.



LESSON 24

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read and write new words (known orally) by applying knowledge of sound-symbol relationships. 2. Read and write sentences made negative by the word 'not'.	1. not got hot 2. e.g., - It's not big. - It's not a mop. - It's not at the top.	a. Symbols already learned: a e I o u b g l p c h m s d i n t b. Oral knowledge of the words selected for reading and of the use of 'not' to make a sentence negative. c. Ability to read and write the other words used in the sentences.

Special Materials

Cards for the symbols and words in Lessons 5 - 24; worksheets in the style of Sample #10 (pages 138 and 139).

Preliminary Review

The students identify some symbols and words already learned, including the letters 'n', 'g', and 'h', as well as the words 'dot' and 'pot.'

New Work

A. Oral Reminder

1. Announce that you want to find a certain word card, such as

bus. Then hold up some cards, one by one, shake your head, and say It's not the word 'bus'. Get the students to join you in saying the sentence until you find the right card.

2. Pass out a word card to each student. Ask, What word did you get? to elicit the answer I got the word ('hit').

B. Presentation

1. Guide the students in reading new words by saying their component sounds.

   a. got
   b. hot
   c. not

2. Guide the students in writing the new words by listening to their component sounds.

3. Write a negative sentence, such as It's not a mop, and ask a student to point out the words you say.

4. Give a short practice in reading and writing pairs of sentences, the second of which is the negative of the first.

   Examples: It's hot.
   It's not hot.

   It's a hot pot.
   It's not a hot pot.

C. Individual Practice: Suggestions

A worksheet in the style of Sample #10 will provide reading practice and self-checking writing practice. The students should read all the sentences on Side 1 first. Then they should use Side 2 as a guide for writing, copying the affirmative sentences on their practice papers, and writing the negative of each sentence underneath.

Sample #10, Side 1.
Negative sentences.
From Lesson 24 onwards.

It's hot.

It's not hot.

It's a hat.

It's not a hat.

It's a hot pot.

It's not a hot pot.

It's in the pot.

It's not in the pot.

It's the last pin in the bag.

It's not the last pin in the bag.

Sample #10, Side 2.

It's hot.

It's a hat.

It's a hot pot.

It's in the pot.

It's the last pin in the bag.

LESSON 25

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read and write the word 'the' when spelled with a capital 'T'. 2. Read and write sentences of which the subject is a noun preceded by the definite article.	1. The 2. e.g., The dog sat in the sun.	a. Symbols already learned: a e I o u b g l p c h m s d i n t b. Oral knowledge of the sentence and tenses used. c. Ability to read and write the other words used in the sentences.

Special Materials

Three simple sketches:

1. a man holding a big dog on a leash;
2. a dog sitting in the sun;
3. a cat sitting on a mat.

Cards for the words and symbols in Lessons 5 - 25.

Preliminary Review

The students identify some letters and words already learned and write a few from dictation. Include the following in this review:

the	sat	cat
It's	man	mat
had	dog	in
	big	on

New Work

A. Oral Reminder

Use the sketches to elicit oral responses from the students.

Example Language

What does the man have? _____ The man has a big dog.
Where's the dog sitting? _____ The dog is sitting in the sun.
What's the cat sitting on? _____ The cat is sitting on a mat.

(Cover the sketches or lay them aside, and continue.)

What did the man have? _____ The man had a big dog.
Where did the dog sit? _____ The dog sat in the sun.
What did the cat sit on? _____ The cat sat on a mat.

B. Presentation

1. a. Introduce the capital 'T' at the beginning of a sentence by building up the sentence backwards.

Example Language

The dog sat in the sun. Where did the dog sit? _____ in the sun. (Write those three words.)
Read these words. _____ in the sun.
What did the dog do in the sun? _____ It sat. (Write the word 'sat' in front of 'in the sun'.)
Read these four words. _____ sat in the sun.
What sat in the sun? _____ the dog. (Write the words in front of the others, using a capital 'T'.)
Read this sentence. _____ The dog sat in the sun.
What's at the end of the sentence? (Point to the period.) _____ a dot.
Look at this word 'The'. (Write it.)
Look at this word 'the'. (Write it.)
They're the same word. The word 'The' begins with a capital letter.
Why? ... because 'The' is the first word in the sentence.
A sentence begins with a capital letter.

b. Repeat the process for the sentence The cat sat on a mat.

c. Write the sentence The man had a big dog and ask the students to read it.

2. Give immediate, simple reading practice from a series of sentences that all begin with the words The man had ...

Examples

The man had a gun.
The man had 10 nuts.
The man had a cup and a hot pot.
... etc.

3. a. Demonstrate the printing of a the capital 'T', and give immediate supervised practice in writing the word 'The'. Call the students' attention to the height of the letter, in relation to the letters 'h' and 'e', and to the position of the cross-stroke on the top of the downward stroke.

T = down ... across

b. Have the students copy one or two sentences. Make sure that they remember to put a period at the end.

C. Individual Practice: Suggestions

1. Simple worksheets that contain many sentences for reading (and some copying) are useful.

2. If you print the sentences on separate long, cards, you can let the students use them for reading and writing practice, trading with one another when they are ready. You will also be able to use the sentence cards for reviews during succeeding lessons.

3. Instead of having the students write a sentence to describe a picture, let them illustrate the sentences that they copy (or compose). They can add these illustrated sentences to their Sentence Scrapbooks.

LESSON 26

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read, as a sight-word, the verb form 'is'. 2. Write sentences that contain the verb 'is'. 3. Compare an oral sentence with a written one in order to identify a word that has not been read before.	1. is 2. e.g., The dog is big. The big dog is in the sun.	a. Symbols already learned: a e I o T b g l p u c h m s d i n t b. Oral knowledge of the pronunciation of 'is' and its use in sentences. c. Ability to read and write the other words used in the sentences.

Special Materials

Pictures, sketches, or objects to illustrate the example sentences; cards for the words and symbols in Lessons 5 - 26. Be sure to have at least one separate card for the capitalized sight-word 'The'.

N O T E

Notice that there are no new symbols to be learned. The only reason for treating the common word 'is' in a special lesson, as a sight-word, is that the symbol 's' in the word 'is' does not have its regular sound; it has the voiced / z / sound instead.

Preliminary Review

The students identify some of the symbols and words already learned and read some of the sentences that they practised in Lesson 25.

New Work

A. Oral Reminder

Elicit complete sentences with a noun subject about eight or ten of the pictures or objects you have been using, by saying a related sentence with a pronoun subject. Give several models first.

Example Language

It's big. The dog is big.
It's in the sun. The dog is in the sun.
He's in the bus. The man is in the bus.
It's big. It's in a bag. The big gun is in a bag.

B. Presentation

1. Introduce the word 'is' by showing a complete sentence that contains it. Ask the students to locate the word by comparing the oral and written sentences.

Example Language

a. Listen. The dog is in the sun.
Now look. (Write the sentence.) The dog is in the sun.
Let's say the sentence and count the words on our fingers. (Lead the group in counting out the six words while you say them slowly.)
Which one is the word 'is'? Let's count again. (This time, stop when you reach the word 'is'.)
It's the third word. Find it in the sentence. Count. First, second, third: 'is'. (Draw a circle around it.)
Read this word. _____ is.
Read the whole sentence. _____ The dog is in the sun.

b. Repeat the procedure for the sentence The big gun is in a bag.

2. Give immediate reading practice from a series of sentences that contain the word 'is'.

Ask the students to point out several words in each sentence, including the word 'is'.

3. Have the students write the word 'is' several times and copy one of the sentences that they have read. Check their work.

C. Individual Practice: Suggestions

1. Simple worksheets that contain many sentences for reading (and some copying) are useful.

2. The students can compose their own sentences from small word cards, which they may actually make first themselves. They will need extra cards for the structure words (such as 'the', 'a', 'The', 'is', 'in', etc.) that appear very frequently. Include some cards with nothing but a dot (as a period), and insist that the students conclude each sentence with one.

   All the sentences that the students compose in this way should be checked, and corrections made by the student, if necessary. Be sure to make the checking process profitable to the student by having him read them to you. In that way, he is likely to hear for himself if the sentence is not correct.

3. More pages can be added to the Sentence Scrapbooks, as the students wish or as time permits.

LESSON 27

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read and write the word 'Is', with a capital letter. 2. Read and write questions that begin with 'Is'. 3. Recognize and write a question mark at the end of a question.	1. Is 2, 3. e.g., Is the (big dog) (in the sun)?	a. Symbols already learned: a e I o T b g l p u c h m s d i n t b. Oral knowledge of the question patterns used. c. Ability to read and write the other words used in the sentence.

Special Materials

The pictures, sketches or objects used in Lesson 26; cards for the symbols and words in Lessons 5 - 26; a few cards showing complete sentences that begin with 'It's' and 'The'.

Be sure to have at least one card that shows 'Is' with a capital letter.

Preliminary Review

1. The students identify some of the symbols and words already learned and read some sentences, such as It's a (dog) and The (man) is (in the bus).

2. The students write two sentences from dictation.

New Work

A. Oral Reminder

Have the students ask and answer questions about pictures or objects. Give several models first.

Example Language

Is it a dog?
Is it big?
Is the dog big?
Is the dog in the sun?
Is the big dog in the sun?
... etc.

B. Presentation

1. Introduce the new word by writing (or composing with cards) one of the questions asked by the students about a picture.

   a. Ask the students to locate the word 'Is' by comparing the oral and printed questions, as you did in the Lesson 26 presentation.

   b. Call their attention to the capital 'I', and elicit from them the reason for this.

   c. Call their attention to the question mark at the end. They should learn:

      This sentence is a question.
      This is a question mark.
      Every question has a question mark.

2. Write three or four more of their questions. Have the students read them. Ask individuals to point out particular words, especially the word 'Is', and also the question marks.

3. Demonstrate the formation of a question mark. Give immediate supervised practice in writing one or two questions.

C. Individual Practice: Suggestions

1. A worksheet in the style of Sample #10 will provide practice in reading many questions, as well as self-checking writing practice. On Side 1 print a statement on one line and its question transformation on the next. On Side 2 print only the statements, leaving a space for the questions, which the students can write on their practice papers and then compare with those on Side 1.

2. Select other appropriate practice activities from those already described, and apply them to the new work.

LESSON 28

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: [y] 2. Write the symbol 'y'. 3. Read and write the word 'yes'.	yes	a. Symbols already learned: a e I o T b g l p u c h m s d i n t b. Oral knowledge of the word 'yes'.

Special Materials

The pictures, sketches, or objects used in Lesson 26; cards for the symbols and words in Lessons 5 - 28; a few cards showing complete questions beginning with 'Is'.

Preliminary Review

1. The students identify some symbols and words already learned, including especially words containing 'e' and 's'.

   They read also several questions from Lesson 27.

2. The students pronounce a few familiar words containing the sound / y /. Emphasize the consonantal sound of / y / slightly. (Select only those words that the students know orally.)

   Examples

   you young
   your year
   yellow yet
   yesterday yes

New Work

A. Oral Reminder

Ask questions about the pictures or objects that will be answered in the affirmative, with yes.

B. Standard Presentation of a New Symbol

1. Introduce the word 'yes' and the symbol 'y'.

2. Give immediate reading practice, concluding with the new word 'yes' in comparison with two or three previously learned words.

3. Demonstrate the printing of the symbol 'y' and the word 'yes', and give immediate supervised practice.

y = down, round, up and down ...

Call the students' attention to the position of 'y' in relation to the line.

The letter 'y' sits on the line, and the tail hangs down.

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

LESSON 29

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
After reading a yes-no question, choose an appropriate answer and write it.	e.g., Is it a dog? yes Is it a big dog? It's not a big dog.	a. Symbols already learned: a e I o T b g l p u c h m s y d i n t b. Oral knowledge of yes-no questions and answers. c. Ability to read and write the other words used in the sentences.

Special Materials

Pictures and objects available in the classroom; cards for the symbols and words in Lessons 5 - 28; a few cards showing complete questions beginning with 'Is' and complete, negative sentences.

Picture-Question cards, in the style of Sample #11 (pages 153 and 154).

Preliminary Review

1. The students identify some of the symbols and words already learned, including especially 'y' and 'yes', and read several yes-no questions and negative sentences.

2. They write several symbols and words from dictation.

New Work

A. Oral Reminder

Ask questions about the pictures or objects that can be answered either in the affirmative or the negative. Whenever a negative answer is required, elicit also a complete negative sentence, with a noun as subject, such as The man is not in the bus.

NOTE

In the following presentation, a question is answered in the negative by means of a complete sentence. The word 'no' contains a letter 'o' that is pronounced irregularly and is therefore not yet available for reading. If you prefer your students to write both 'yes' and 'no' as answers, present the word 'no' as a sight-word, in the same way that you presented the article 'a' (Lesson 11), the article 'the' (Lesson 20) and the verb 'is' (Lesson 26).

B. Presentation

1. a. Ask the students to read a printed yes-no question concerning a picture or object they have been talking about.

Example: Is it a dog?

Show the students two possible answers.

yes.
It's not a dog.

Have both of the answers read and then ask, Which answer is right?

Then have the students read the question and its correct answer together.

b. Repeat the procedure, selecting a question that requires the opposite kind of answer.

c. Continue having the students read questions (about pictures or objects that they can see), but do not continue to show the two possible answers. Instead, spread out the word and sentence cards on a table, so that the students can scan them quickly, and ask them to find the right answer to a question.

2. Give some supervised writing practice. Continue in almost the same way, but ask the students to copy the question, choose the correct answer by themselves, and write it on their papers. Check their work immediately.

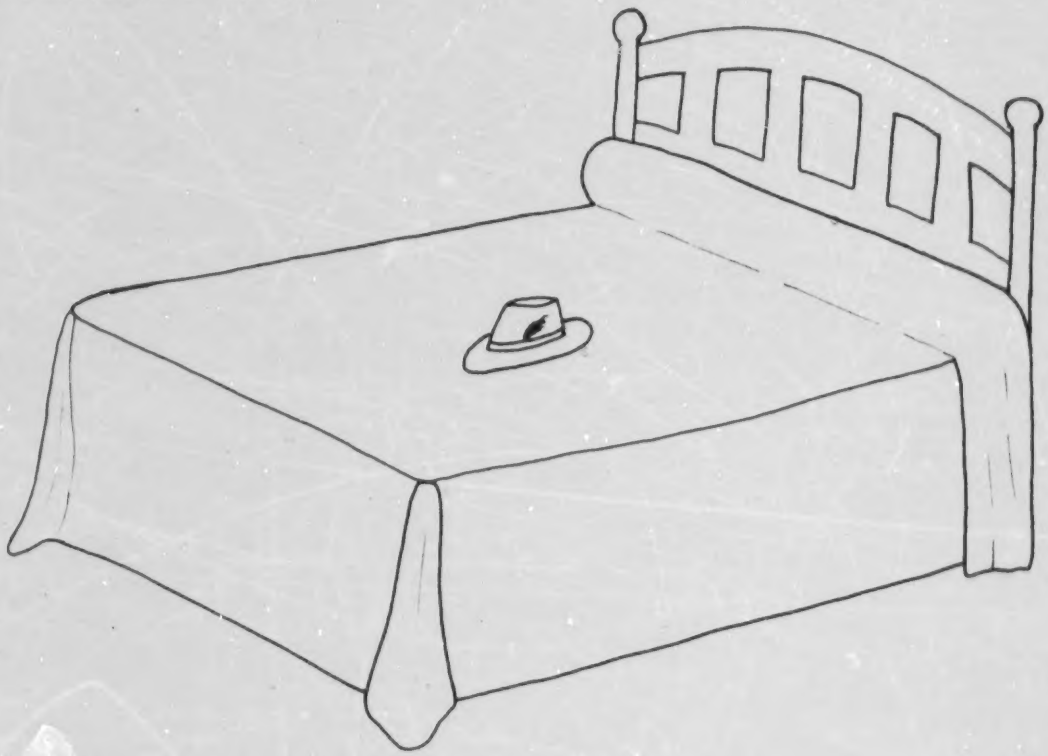
C. Individual Practice: Suggestions

Make some Picture-Question cards by cutting out pictures from a catalogue or magazines. (The students can help you prepare them.) Print a yes-no question under each picture.

Give each student a Picture-Question card. Ask him to copy the question and write the correct answer. When a student finishes the work for one card, he can trade cards with another student.

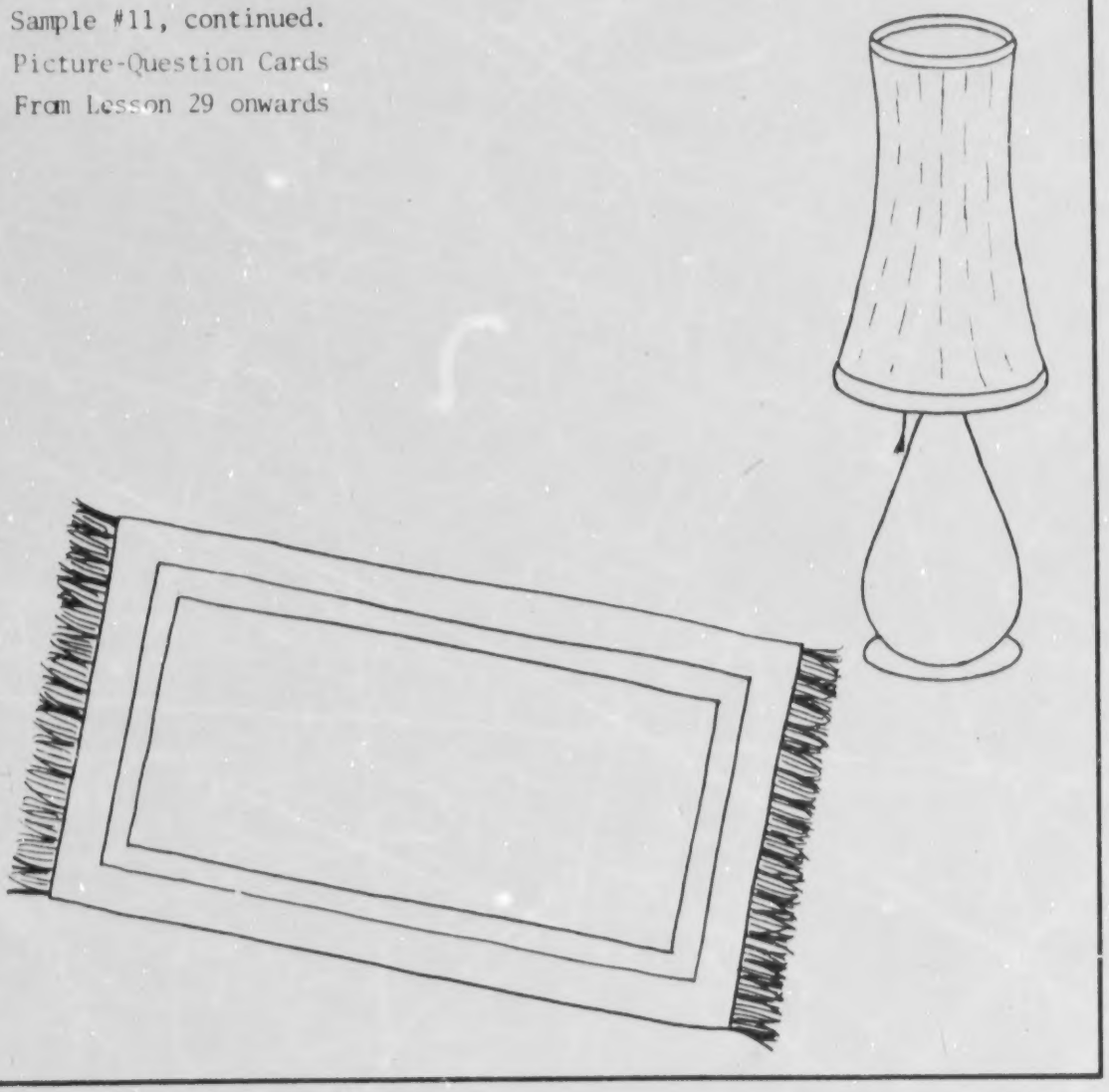
When you check a student's work, remember that he should read it to you. Do not mark it in silence. The student should be learning how to check the correctness of his own written work by matching it with his spoken sentences.

Sample #11
Picture-Question Cards
From Lesson 29 onwards



Is the hat on a bed ?

Sample #11, continued.
Picture-Question Cards
From Lesson 29 onwards



Is the lamp on the mat?

LESSON 30

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: [r] 2. Write the symbol 'r'. 3. Read and write the word 'red'.	red	a. Symbols already learned: a e I o T b g l p u c h m s y d i n t b. Oral knowledge of the word 'red'.

Special Materials

Several familiar objects, some of which are red; cards for the words and symbols in Lessons 5 - 30; a few sentence cards.

Preliminary Review

1. a. The students identify some symbols and words already learned, including 'bed', and read a few sentences.

   b. Say, Answer this question, and hold up a question card, which a student will read to himself before answering.

2. The students pronounce a few familiar words containing the consonant sound / r /. Do NOT select words such as car, in which the letter 'r' follows a vowel. Emphasize the / r / sound slightly.

   Examples

   run rabbit
   ran ready
   room rifle
   read restaurant
   right red

New Work

A. Oral Reminder

Use the objects to elicit the word red.

Example Language

What's this? _____ It's a (cap).
What colour is it? _____ It's (red). It's a (red) (cap).

B. Standard Presentation of a New Symbol

1. Introduce the word 'red' and the symbol 'r'.

2. Give immediate reading practice, concluding with the word 'red' in comparison with two or three previously learned words. Include the letter 'n' and words containing 'n' several times in the reading practice so that it can be differentiated from the letter 'r'.

3. Demonstrate the printing of the symbol 'r' and the word 'red', and give immediate supervised practice.

r = down, up, round.

Call the students' attention to the rounded top of the letter 'r'. Check their work immediately to make sure that they do not make the 'r' look like an 'n'.

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

LESSON 30A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read, and write from dictation, new words (known orally) by applying knowledge of sound-symbol relationships.	e.g., rug rod run ran rest	a. Symbols already learned: a e I o t b g l p T c h m r u d i n s y b. Oral knowledge of the words selected for reading.

Special Materials

Pictures from the Skills of English picture books to illustrate the words selected for reading; cards for the symbols and words in Lessons 5 - 30A; enough small word cards for use in sentence composition.

Preliminary Review

The students identify some symbols and words already learned, including 'red', and write several from dictation.

New Work

A. Oral Reminder

Use pictures and cards to elicit the words that your students will be reading.

Examples

(Book 11, page 5) It's a rug. It's a red rug.
(Book 19, page 1) It's a rod. It's a fishing rod.
(Book 4, page 5) What did Dan's mother tell him to do?
"Run to the store."
What did Dan do? He ran to the store.

Keep most of a pile of cards and ask a student to count the rest of the cards.

B. Presentation

1. Guide the students in reading the new words by saying their component sounds:

   a. rug
   b. run
   c. ran
   d. rod
   e. rest

2. Guide the students in writing the new words by listening to their component sounds.

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

Include, for at least some of the students, the composition of sentences from the small word cards.

LESSON 31

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read and write the word 'but' by applying knowledge of sound-symbol relationships. 2. Read and write compound sentences composed of two clauses joined by 'but'. 3. Recognize a comma and write it before the word 'but' in a compound sentence.	1. but 2. e.g., It's a dog, but it's not a big dog.	a. Symbols already learned: a e I o t b g l p T c h m r u d i n s y b. Oral knowledge of the word 'but' and its use in joining clauses. c. Ability to read and write the other words used in the sentences.

Special Materials

Pictures, sketches, or objects to illustrate the example sentences: a small dog; a cat on a (blue) rug; a gun sticking out of a small bag.

Cards for the symbols and words in Lessons 5 - 31.

Preliminary Review

The students identify some symbols and words already learned, including 'nut' and 'bat'.

New Work

A. Oral Reminder

Ask yes-no questions (about the pictures or objects) that can be answered with a qualified affirmative. Give a model first.

Example Language

Is the cat on a rug? Yes, it is.
Is the cat on a red rug? No, it isn't. The cat is on a rug, but it's not a red rug.

Is this a dog? Yes, it is.
Is this a big dog? No, it isn't. It's a dog, but it's not a big dog.

... etc.

B. Presentation

1. Guide the students in reading the new word 'but' by saying its component sounds.

2. Guide the students in writing the word 'but' by listening to its component sounds.

3. Write some sentences that contain the word 'but'. After each sentence has been written, have the students read it. Then ask someone to point out various words in the sentence including the new word 'but'.

   Call attention to the comma before the word 'but', as you did for the question mark in Lesson 27. Compare it with the period at the end of a sentence.

   Example Language

   Look at this small mark. It hangs down from the line. It's a comma.
   Listen to the sentence. (Point to the words as you read. Pause slightly at the comma, as your voice rises somewhat. Then continue. Do this several times, getting the students to join you in reading.)
   Now look at this sentence. (Write 'It's a dog' and put a period at the end.)
   Listen. (Read the sentence several times, with a falling intonation and a sense of finality.)
   A dot means "Stop!" A comma means "Wait. There's more."
   Write a comma before the word 'but'. (Read the compound sentence several more times with good thought-grouping and intonation.)

4. Have the students copy a sentence. Check their accuracy.

C. Individual Practice: Suggestions

1. A worksheet in the style of Sample #10 will provide reading practice and self-checking writing practice. Example:

Side 1: It's a dog. It's not a big dog.
It's a dog, but it's not a big dog.

The gun is in a bag. It's not a big bag.
The gun is in a bag, but it's not a big bag.

... etc.

Side 2: It's a dog. It's not a big dog.
(blank line for the student's sentence)

The gun is in a bag. It's not a big bag.
(blank line for the student's sentence)

... etc.

2. Make some Picture-Question cards in the style of Sample #11. Pictures cut from a catalogue or magazine will be attractive. Give one card to each student. He should copy the question, write his own answer, and trade cards with another student.

Examples

Is the lamp on a red rug?
(The lamp is on a rug, but it's not a red rug.)

Include a few Picture-Question cards which will require the answer 'yes', so that the students must continue to use their minds to choose the right answer.

LESSON 32

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: [f] 2. Write the symbol 'f'. 3. Read and write the word 'fat'.	fat	a. Symbols already learned: a e I o t b g l p T c h m r u d i n s y b. Oral knowledge of the word 'fat'.

Special Materials

The pictures of a fat man and a thin man in Book 19, page 11; cards for the symbols and words in Lessons 5 - 32:

Preliminary Review

1. The students identify some symbols and words already learned, including words like 'mat', 'hat', and 'sat'.

   They also read several compound sentences in which the two clauses are joined by 'but'.

2. The students pronounce a few familiar words that contain the sound /f/. Exaggerate the / f / sound slightly.

   Examples

find	fill	father	feet	fast
foot	full	finger	first	fat

New Work

A. Oral Reminder

Use contrasting pictures to elicit sentences such as He's (fat / thin). That's a (fat / thin) man.

B. Standard Presentation of a New Symbol

1. Introduce the word 'fat' and the symbol 'f'.

2. Give immediate reading practice, concluding with the word 'fat' in comparison with two or three previously learned words.

   Include the letter 't' several times in the practice so that the letters 't' and 'f' can be differentiated.

3. Demonstrate the printing of the letter 'f' and give immediate supervised practice.

   f = round, down ..., across.

   Be ready to help any students who try to start the curve towards the right instead of towards the left.

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

LESSON 32A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read, and write from dictation, new words (known orally) by applying knowledge of sound-symbol relationships.	e.g., fast fan soft fit left	a. Symbols already learned: a f l r y b g m s c h n t d i o T e I p u b. Oral knowledge of the words selected for reading.

Special Materials

Pictures or objects to illustrate the example words; cards for the symbols and words in Lessons 5 - 32A.

Preliminary Review

The students identify some symbols and words already learned, including 'f' and 'fat', and write several from dictation.

New Work

A. Oral Reminder

Use pictures (or real objects) to elicit the words you have selected for your students to read.

Examples

(Book 17, page 6) That (bed) is (soft / hard).
(Book 19, page 6) The (red) boat is going very fast.
(Book 24, page 1) It's (the fan / the fan belt).
(Book 9, page 2) (His shirt) (fits him / doesn't fit him.)

While talking about any of these pictures ask the students to look at the top left or bottom left of a page.

B. Presentation

1. Guide the students in reading the new words by saying their component sounds. (Remember that it is not necessary to use all these words.)

   a. fan
   b. fast
   c. fit
   d. left
   e. soft

2. Guide the students in writing the new words by listening to their component sounds.

C. Individual Practice: Suggestions

1. Select appropriate practice activities from those already selected, and apply them to the new work.

2. Incorporate some of the new words into the sentence patterns that the students have learned to read and write. Notice, for example, that the students are now able to read the kind of yes-no question that contains two adjectives, only one of which may be valid for the situation. They must read exactly in order to answer correctly.

   Examples

   Is the bed big and soft?
   The bed is big, but it's not soft.
   The bed is soft, but it's not big.

LESSON 33

OBJECTIVES	INSTRUCTIONAL EXAMPLE	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Say the sound of the symbol: [w] 2. Write the symbol 'w'. 3. Read and write the word 'wet'.	wet	a. Symbols already learned: a f l r y b g m s c h n t d i o T e I p u b. Oral knowledge of the word 'wet'.

Special Materials

Wet and dry objects, such as towels, cups, boots; cards for the symbols and words in Lessons 5 - 33.

Preliminary Review

1. The students identify some symbols and words already learned, including 'net', 'met', and 'get', and read several sentences.
2. The students pronounce a few familiar words that contain the sound / w /. Emphasize the consonantal element of the / w / sound slightly.

Examples

word	want	wear	window	Wednesday
we	wife	wall	water	wet

New Work

A. Oral Reminder

Use the wet and dry objects to elicit sentences, such as That (towel) is (wet / dry).

B. Standard Presentation of a New Symbol

1. Introduce the word 'wet' and the symbol 'w'.

2. Give immediate reading practice, concluding with the word 'wet' in comparison with two or three previously learned words.

3. Demonstrate the printing of the symbol 'w' and give immediate supervised practice.

w = down, up, down, up.

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

LESSON 33A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
Read, and write from dictation, new words (known orally) by applying knowledge of sound-symbol relationships.	e.g., win wind went	a. Symbols already learned: a f l r w b g m s y c h n t d i o T e I p u b. Oral knowledge of the words selected for reading.

Special Materials

Pictures to illustrate the example words; cards for the symbols and words in Lessons 5 - 33A.

Preliminary Review

The students identify some symbols and words already learned, including 'w' and 'wet', and write several from dictation.

New Work

A. Oral Reminder

Use the pictures to elicit the words you have selected for your students to read.

Example

(Book 14, pages 1, 3) Which team is going to win?
(Book 15, pages 2, 3) In which pictures is the wind blowing?

Conduct an Action Chain. Ask a student to go to various places in the room. After he has returned to his place, ask the other students where he went.

Example Language

> Please go to the left-hand window and open it. Then go to the door and close it. Then go to the wall pictures and show us the word 'rug'. Then go back to your seat and sit down.
> Where did he go first? He went to the window. ... etc.

B. Presentation

1. Guide the students in reading the new words by saying their component sounds.

   a. win

   b. wind

   c. went

2. Guide the students in writing the new words by listening to their component sounds.

C. Individual Practice: Suggestions

Select appropriate practice activities from those already described, and apply them to the new work.

LESSON 34

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read, and write the symbols for dollars and cents. 2. Read, and write from dictation, amounts of money.	1. $ ¢ 2. e.g., $5 25¢ $5.25	a. Oral knowledge of the money expressions. b. Ability to read and write the numbers involved.

Special Materials

Cards for some of the number symbols from 1 - 100; cards for the dollar , cent , and decimal point symbols; charts made of pictures from a catalogue or magazines, showing familiar consumer items marked with their prices.

Preliminary Review

Use various counting activities, such as Number Chains (see Stage A, Instructor's Manual, page 12), to review the numbers 1 - 100 orally.

Use the cards or the Number Strip on the classroom wall to review the reading of numbers.

Have a student dictate several numbers to the class.

New Work

A. Presentation

1. It is probable that the students already recognize the dollar and cent symbols, having learned them either from their own personal experience as consumers or from their Fluency First Communication activities and use of the Skills picture books.

Make sure that all students can recognize the symbols by using the picture charts. One chart should show items priced in even dollars; a second chart should show cheaper items marked in cents, with the cent symbol; a third chart should show dollar and cent prices in decimal form.

Example Language

> Find the (white blouse).
> How much does it cost?
> What does this sign mean?
> Read the price of the (white blouse).

2. Demonstrate the writing of the symbols for dollars and cents, and give immediate supervised practice.

   a. Compare the dollar sign to a big letter 's', plus two downward strokes.

   b. Compare the cent sign to the letter 'c', plus one downward stroke.

   c. Dictate several amounts of money, in even dollars and in cents, and check the students' work.

3. a. Demonstrate the combination of dollars and cents in decimal form. Show that, in this context, the dot can be read as 'and'.

   b. Dictate several amounts of money to be written in decimal form because dollars and cents are combined. Check the students' work immediately.

B. Individual Practice: Suggestions

1. The students can work in pairs, with one dictating various amounts of money and the other writing them from dictation.

2. If you can, collect duplicates of the pictures that you put on the picture charts. Mount these duplicates on paper or light cardboard and ask the students to write the same price for each item that they can see on the big chart.

3. Continue work on the other practice activities as usual.

4. Update the Word Bingo cards to include words that the students have learned to read since Lesson 19A.

LESSON 34A

OBJECTIVES	INSTRUCTIONAL EXAMPLES	STUDENT CONTRIBUTION FROM PREVIOUS LEARNING
1. Read, and write from dictation, a new word (known orally) by applying knowledge of sound-symbol relationships.	1. cost costs	a. Symbols already learned: a f l r w b g m s y c h n t d i o T e I p u
2. Read and write sentences stating the prices of items.	2. e.g., The lamp costs $5.98. The nuts cost 89¢.	b. Oral knowledge of the word 'cost' and its use in "Simple Present Tense" sentences. c. Ability to read and write the other words in the sentences.

Special Materials

Cards for the symbols and words in Lessons 1 - 34A; a picture chart of priced items, the words for which can be read and written by the students.

Preliminary Review

The students identify some symbols and words already learned, and write several from dictation. Be sure to include the following:

1. the dollar and cent symbols;
2. prices written with the dollar sign, with the cent sign, and in decimal form;
3. the symbols 'c', 'o', 's', 't';
4. the words for the items on the picture chart.

New Words

A. Oral Reminder

Ask the students to say the prices of the items on the picture chart. Insist that the final / s / sound of the word 'costs' be spoken clearly each time.

Give a model answer so that the students reply It costs ($5.98) to your question How much does the lamp cost?, or They cost (89¢) in answer to How much do the nuts cost?

Then give as a model a sentence with a noun subject, such as The lamp costs $5.98. Point to each item, without asking a question, to elicit this response.

B. Presentation

1. Guide the students in reading the words 'cost' and 'costs' by saying their component sounds.

2. Guide the students in writing the words 'cost' and 'costs' by listening to their component sounds.

3. a. Write on the board, at the students' dictation, a sentence that states the price of an item on the picture chart, such as The red cap costs $1.49, and ask the students to read the sentence.

   Have a student point out the various words that you say.

   Repeat the procedure with several sentences, including at least one with a plural subject.

   b. Point out one item on the picture chart and ask the students to write a sentence about its price. Check their work immediately.

C. Individual Practice: Suggestions

1. The students can write a similar sentence about each item in the picture chart.

2. Mount different pictures, illustrating words that the students can read, on separate pieces of paper or cardboard. Write a price underneath the picture, and ask the students to write one or more sentences about the picture.

   Encourage the abler sentences to produce two or three sentences about one picture.

Example

The bed is big and soft.
It's on a red rug.
The hat on the bed is red.
The bed costs $79.98.

Be sure to have the students read their sentences to you when you look at their work.

3. Continue the other practice activities that the students are engaged in.

APPENDIX

Outline for Additional Content

By the end of Lesson 34A, 20 of the 26 lower-case letters of the alphabet have been presented.

Since the letters 'q' and 'x' each represent a double consonant sound, they are omitted from this preparatory series of lessons.

Two other letters ('j' and 'k') occur infrequently in Fluency First words that contain only regularly pronounced single letters. The last two letters ('v' and 'z') occur in hardly any Fluency First words that show a regular correspondence between sound and symbol.

For those reasons, no further lessons are written out in detail.

However, the introduction of certain combinations of symbols that regularly represent single sounds will permit the presentation of a great deal more reading and writing work, if it should be needed. If, for instance, the students have not yet completed the oral work in Fluency First to the stage F level, and are therefore not yet ready to enter a basic literacy course, they may wish to continue some reading and writing lessons as before.

The following outline suggests content and order of presentation for additional lessons. The instructor can conduct these lessons by following the standard procedures to which he and the students have become accustomed. It will be noticed that, in lessons on symbol combinations, the students do not have to learn to write any new symbol. Some classes may therefore be able to combine the learning of the sound-symbol relationship and the application of that knowledge to the reading of new words in one lesson.

Explanatory Note

A perfectly phonemic alphabet represents each sound that is significant to the language by one symbol and one symbol only. Instructors who continue to prepare more lessons from this Outline for Additional Content will notice one discrepancy: the letter 'k' appears as a second representation of the same / k / sound for which the students earlier learned the letter 'c'. This seemed to be a small sacrifice of consistency to make for the sake of accommodating some short, common words from the Fluency First oral program and introducing the letter 'c', as it is most commonly pronounced.

APPENDIX A, cont.

Lesson Number	Symbols	Words	Phrase and Sentence Patterns
35	Symbol combination: ar	car	
35A		e.g., arm, art, bar, card, far, hard, lard, part	
36	k	dark	
36A		e.g., ask, desk, kept, mark, milk, mukluk, napkin, park	
37	Symbol combination: or	for	
37A		e.g., cord, forget, forgot, fork, form, horn	
38	(Alternative questions and answers)	or	e.g., Is it a dog or a cat? It's a cat.
39	(Initial clusters of 's' + another consonant)	e.g., sc- scarf sk - skin sp - sport st - stand sw - swim (see also APPENDIX B.)	

APPENDIX A, cont.

Lesson Number	Symbols	Words	Phrase and Sentence Patterns
40	j	jet	
40A		e.g., jam, jar, job, just	
41	(Sight-word)	of	e.g., - a jar of jam; - part of the cord; The jar of jam costs 97¢. The dog sat on the top of the car.
42	Symbol combination: ch	chop	
42A		e.g., bench, chart, inch, lunch, much, rich	
43	(Initial clusters of a consonant followed by 'r')	e.g., dr - drum fr - frog tr - trap cr - craft (see also APPENDIX B.)	
44	Symbol combination: ng	wing	
44A		e.g., hang, rang, sang; bring, ring, sing, spring, string; long, strong; hung	

APPENDIX A, cont.

Lesson Number	Symbols	Words	Phrase and Sentence Patterns
45	Symbol combination: sh	shop	
45A		e.g., sharp, shelf, short, shot; cash, crash, dish, fish, wish	
46	Symbol combination: oo	book	
47	(Verb forms, regularly spelled, ending in 'ing')	e.g., looking	e.g., The man is looking at the fish in the net.
48	(Initial clusters of a consonant followed by 'l')	e.g., cl - clinic fl - flat pl - plan sl - slot (see also APPENDIX B.)	
49	(Clock time)	e.g., 9:00	e.g., at 9:00. The cooking contest is at 9:00.
50	Symbol combination: wh Capital W	when When	e.g., When is the test? It's at 9:00.

APPENDIX A, cont.

Lesson Number	Symbols	Words	Phrase and Sentence Patterns
51	Symbol combination: ou	round	
51A		e.g., found, ground, pound, sound; count; out, shout; loud, cloud	e.g., The man found a pound of fish on the ground.
52	Symbol combination: nk	bank	
52A		e.g., drink, drank, drunk, pink, rink, sink, tank	
53	Symbol combination: oi	boil	
53A		e.g., oil, spoil	
54	Symbol combination: er	clerk	
54A		e.g., her, after, sister	
55	(New word formation with the suffix 'er')	a. nouns: lend/lender hunt/hunter b. comparative forms: fast/faster short/shorter rich/richer	

APPENDIX B

FLUENCY FIRST WORDS SUITABLE FOR THE READING AND WRITING LESSONS

The symbols are listed according to the order of lessons in Preparation for Reading and Writing.

The numbers in parentheses refer to the Skills of English unit in which the word is introduced. When a Stage is listed, the word is appropriate to the group activities of Communication in English during that Stage.

> It cannot be too strongly emphasized that the students should not be asked to read or write English words which they have not learned orally.

Lesson in Preparation for Reading and Writing	Symbols	Words from the Fluency First Oral Courses
5	'a' 'm' 'n'	man (1)
6	'p'	pan (Stage A; 4).
7, 7A	'e'	pen (Stage A), men (2).
8, 8A	't'	ten (Stage A), mat (Stage A; 10), at (3), net (7), met (12), tan (17), tap (18).
9, 9A	'i'	pin (Stage A), it (1), in (3), tin (Stage A; 12).
10, 10A	'c'	cap (1), can (Stage A; 12), cat (Stage B), camp (12), act (34).

APPENDIX B, cont.

Lesson in Preparation for Reading and Writing	Symbols	Words from the Fluency First Oral Courses
12, 12A	'u'	cup (Stage A; 10), up (3), nut (7), cut (17), pump (24).
13	'b'	but (5), bat (14), bit (32).
14, 14A	'g'	big (1), bag (6), get (7), gun (12).
15, 15A	's'	bus (2), gas (2), test (Stage A tests), sit (4), pants (6), sun (7), us (9), past (11), sat (12), insect (12), set (Stage D activities; 26), sent (13), sunset (15), must (16), best (19), contest (19), cast (21), pus (27), absent (31).
17, 17A	'd'	and (1), end (1), bed (4), send (9), dust (11), band (16), mend (18), bad (19), dig (25), dug (27), dentist (27), sad (34), dam (36).
18, 18A	'h'	hand (2), hunt (4), hat (6), him (9), had (12), hit (12).
19, 19A	'o'	dog (1), not (1), on (3), hop (4), dot (Preparation for Reading and Writing), cost (5), top (11), hot (11), mop (11), got (12), pot (16).
22, 22A	'l'	leg (2), help (4), belt (6), last (7), lamp (7), lend (9), lit (12), lot (13), lent (13), lost (14), held (14), melt (15), until (21), land (29) let (32).
28	'y'	yes (1), yet (23).
30, 30A	'r'	red (1), run (4), ran (14), rest (16), rug (19), rod (19), rent (30), rust (35).
32, 32A	'f'	fit (Stage B; 35), left (10), if (15), felt (15), soft (17), fast (19), fat (19), lift (24), fan (24).

APPENDIX B, cont.

Lesson in Preparation for Reading and Writing	Symbols	Words from the Fluency First Oral Course
33, 33A	'w'	went (12), win (14), wet (14), wind (15).
35, 35A	'ar'	car (2), card (Stage A; 7), arm (2), part (5), lard (5), hard (11), far (14), bar (16), art (31).
36, 36A	'k'	ask (Stage A; 1), milk (5), dark (6), kept (12), mukluk (17), napkin (19), park (20), desk (21).
37, 37A	'or'	or (1), for (7), fork (10), cord (18), forget (19), forgot (19), form (22), born (22), horn (32).
39	's' + consonant (initial)	
	'st'	stop (1), stand (4), start (12), stamp (13), star (15), storm (15), steps (35).
	'sw'	swim (4), swam (12).
	'sc'	scarf (6).
	'sp'	sport (14), spend (16), spent (23).
	'sk'	skin (17), skid (32).
40, 40A	'j'	jam (Stage B), jar (Stage B), job (16), just (17), jet (20).
42, 42A	'ch'	chop (7), lunch (8), bench (10), much (13), inch (17), chart (21), rich (30).
43	consonant + 'r' (initial)	
	'tr'	trap (4), trip (19).

APPENDIX B, cont.

Lesson in Preparation for Reading and Writing	Symbols	Words from the Fluency First Oral Course
	'fr'	frog (5), frost (15).
	'dr'	drum (17), drop (35), drip (35).
	'cr'	craft (17).
44, 44A	'ng'	long (2), hang (7), bring (9), wing (12), spring (12), string (13), strong (14), hung (27), sing (31), sang (31), ring (32), rang (32).
45, 45A	'sh'	fish (1), short (1), shelf (5), cash (6), dish (10), shot (12), shop (17), sharp (18), wish (30), crash (32).
46	'oo'	book (1), look (1), foot (2), cook (4), good (5), wood (7), took (13), hook (19), hood (24).
47	'-ing' forms of verbs	asking, cooking, fishing, helping, hunting, looking, standing (4); hanging (7), bringing, lending, sending (9); dusting (11); melting (15); spending (16); stringing (17); mending (18); parking (20); testing (24); resting (27); wishing (30); singing (31); ringing (32); camping (32).
48	consonant + 'l' (initial)	
	'cl'	clinic (27).
	'fl'	flat (24).
	'pl'	plan (14), plug (18), plus (23), plant (28).
	'sl'	slept (12), slot (13).
50	'wh'	when (7).

APPENDIX B, cont.

Lesson in Preparation for Reading and Writing	Symbols	Words from the Fluency First Oral Course
51, 51A	'ou'	count (Stage A; 11), sound (Stage A; 4), found (12), pound (13), cloud (15), round (17), out (18), shout (19), loud (19), ground (25).
52, 52A	'nk'	pink (6), sink (10), drink (13), drank (13), rink (14), bank (16), tank (24), drunk (24).
53, 53A	'oi'	boil (19), spoil (19), oil (24).
54, 54A, 55	'er'	after (Stage A; 1), clerk (3), her (3), sister (3). shorter (19), faster (19), richer (30). hunter (4), lender (34).